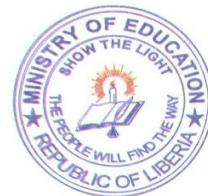
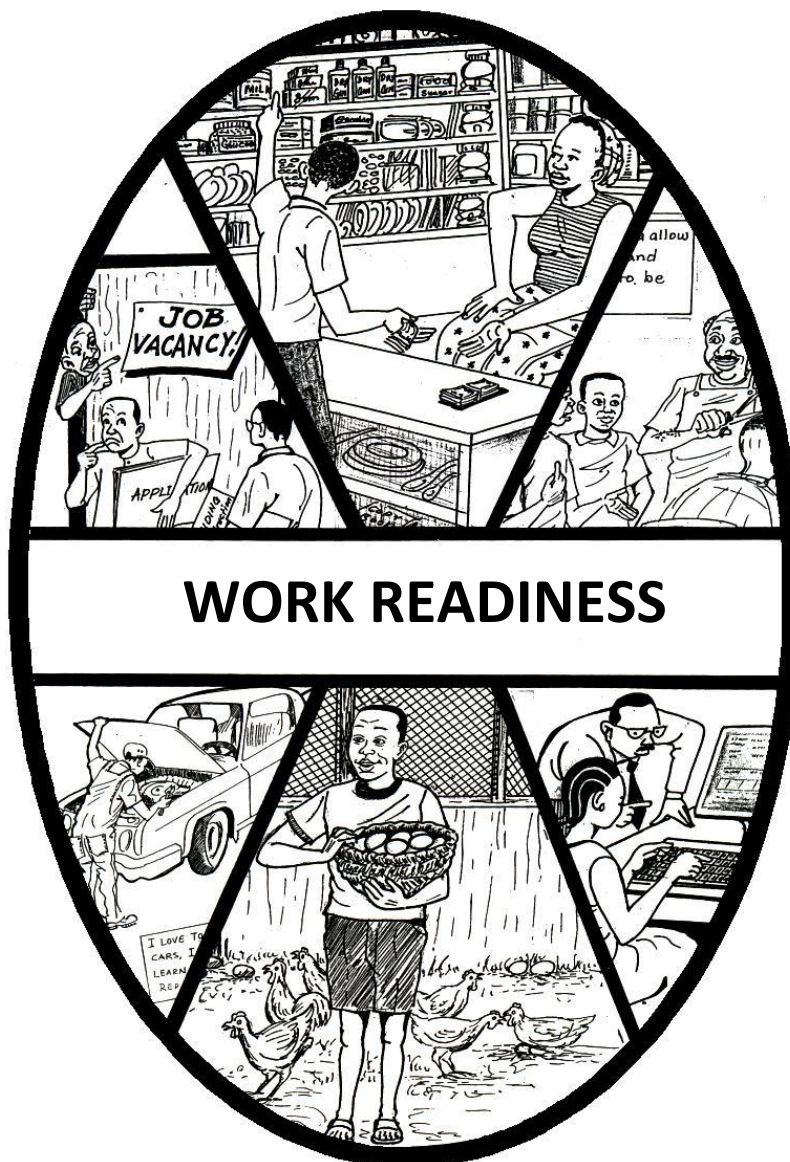




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Alternative Basic Education Curriculum



Facilitator's Manual for Work Readiness Level 1, Semester 1

August 31, 2011

Ministry of Education, Government of Liberia

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Hon. Rex Dahn, Deputy Minister for Planning & Research, Ministry of Education
Hon. Matthew Zarzar, Deputy Minister for Administration, Ministry of Education
Mr. James Roberts, Former Deputy Minister for Planning & Research, Ministry of Education
Ms. Hester Williams Catakaw, Levi C. Williams School
Hon. Bill Twehway, Asst. Min. Curriculum Development and Textbook Research, Ministry of Education
Hon Musu Dixon Badio, Asst. Min. Teacher Education and Certification, Ministry of Education
Hon. Yonton Kesselly, Asst. Min. Vocational and Technical Education, Ministry of Education
Hon. Keturah Seibu, Asst. Min. Primary Education, Ministry of Education
Hon. Felicia Doe-Somah, Asst. Min. Secondary Education, Ministry of Education
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Mr. J. Ngaima Kawala, Division of Multilingual Education, Ministry of Education
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Mr. James White, Ministry of Education
Ms. Esther G. Mulbah, Bureau of Curriculum, Ministry of Education
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Mr. Peter M. Collins, Ministry of Education
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Mr. Charles Teh, Curriculum Bureau, Ministry of Education
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Mr. Martin Schulman, Core Education Skills for Liberian Youth Project, Education Development Center (EDC)
Ms. Katy Anis, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Pauline T. Browne, Core Education Skills for Liberian Youth Project, EDC
Ms. Tilly A. Kollie, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Esthella W. Miller, Core Education Skills for Liberian Youth Project, EDC
Mr. Dayugar Johnson, Core Education Skills for Liberian Youth Project, EDC
Ms. Andrea Hidalgo, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Yufung Chang, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Comfort Enders, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Moses Kwalula, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Allison Lide, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Fertiku Harris, Core Education Skills for Liberian Youth Project, Education Development Center

Ms. Barbara Garner, Core Education Skills for Liberian Youth Project, Education Development Center

Ms. Marilyn Gillespie, Core Education Skills for Liberian Youth Project, Education Development Center
 Ms. Chrystal Holt, Core Education Skills for Liberian Youth Project, Education Development Center
 Mr. Prince Abiodun Lufadeju, Core Education Skills for Liberian Youth Project, Education Development Center
 Ms. Lorien Frank, Core Education Skills for Liberian Youth Project, Education Development Center
 Ms. Brenna Carmody, Core Education Skills for Liberian Youth Project, Education Development Center
 Mr. K. Sebastian Toe, Core Education Skills for Liberian Youth Project, EDC
 Mr. Saah Millimono, Core Education Skills for Liberian Youth Project, Education Development Center
 Mr. David Rosen, Core Education Skills for Liberian Youth Project, Education Development Center
 Ms. Brenda Bell, Core Education Skills for Liberian Youth Project, Education Development Center
 Mr. Saye Dahn, Core Education Skills for Liberian Youth Project, Education Development Center
 Mr. Stevenson Seidi, UNESCO, Liberia
 Mr. Timothy Brown, Officer in Charge, UNESCO
 Mr. Stanley Bedell, National Adult Education Association of Liberia
 Ms. Jenny Hobbs, Concern World-Wide, Liberia
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 Ms. Else Oestergaard, IBIS
 Ms. Avril Fortuin, Liberia Entrepreneur for Economic Development
 Ms. Rosalind Hanson, IBIS
 Mr. Johnson Odharo, Chief of Party, Liberia Teacher Training Program
 Mr. Mannis Howard Barclay, LETCOM
 Mr. Willie Benson Jr., LET
 Mr. Alfred B. Goumorlor, Lutheran Community Liberian School System
 Mr. C. Wiah James, IMANI House
 Ms. Korto Williams, Action-Aid Liberia
 Ms. Malay Taylor, Action-Aid Liberia
 Mr. Patrick S. Toh, Ministry of Youth and Sports
 Ms. Mona Sankoh, Office of Security Cooperation United States Embassy, Liberia/CEP
 Ms. Lucy Page, Community Empowerment Program
 Mr. D. Maxin Kumeh, Initiative for Poverty Change
 Mr. Joseph Quoi, Ministry of Labor
 Mr. Raymond Williams, LEED
 Mr. T. Michael Weah, We-Care Liberia
 Mr. James Dwalu, We-Care Liberia
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Introduction to the Facilitator's Manual

Section 1: Background on the Curriculum

Purpose and Audience for this Manual

This manual is designed for the facilitators of the Level 1 Work Readiness curriculum of the alternative basic education system in Liberia.

The lessons contained in this manual have been field tested and revised based on feedback from facilitators and their students in six counties of Liberia. Facilitators who use this manual should be sufficiently trained and prepared in order to accomplish the learning objectives for the work readiness curriculum. Basic minimal preparation for work readiness facilitators includes:

- Familiarity with the Liberia's alternative basic education program
- Experience with the best practices in work readiness instruction, including experience in teaching for learners with limited or no literacy skills
- Experience and knowledge of facilitation skills
- Knowledge and appreciation of youth development, youth- and adult learning theories and practices.
- Creativity and flexibility in preparing and facilitating lessons
- Familiarity with the instructional methods and materials used in the lessons

Overview of the Alternative Basic Education Program and Curriculum

Liberia has had a range of alternative basic education programs for adults and out-of-school youth for over half a century, including basic literacy programs and accelerated learning programs. These programs have been implemented throughout the country by various government agencies and nongovernmental organizations.

The need for alternative programs to reach youth, who missed the chance to attend formal school at the age-appropriate level, is greater now than ever. For over 25 years, because of civil conflict, young adults in Liberia have missed opportunities for sustained, high-quality formal schooling. Large numbers of youth and young adults who grew up during the conflict are now too old to attend regular, formal school with children; they need education and training to live full and productive lives. Because of the pressing need for basic and functional literacy, for employment-related learning, for inclusion and support for women

and girls' education, and for other important daily living skills and knowledge in health, management money, conflict resolution and environmental practices, the Ministry of Education has created a national system of alternative basic education.

The purpose of the Ministry of Education's Alternative Basic Education program is to provide learning opportunities in basic education, including literacy and numeracy, and work-related and life skills for all out-of-school youth and adults age 13 and older, who want to learn new skills or strengthen existing skills. As stated in the approved alternative basic education policy, the Ministry will provide a single national system for planning, implementing, monitoring and evaluating of alternative basic education services for out of school youth and adults throughout the country.

The curriculum of the Alternative Basic Education (ABE) program is designed to help learners meet the learning outcomes described in the educational policy:

- Achieve functional literacy and numeracy levels
- Obtain life skills needed for successful living in the family and community
- Obtain work readiness skills needed for success in the world of work
- Prepare for apprenticeship or vocational skills training
- Prepare for 6th grade equivalency or to enter Junior Secondary School

Section 2: Guidance and Tips for the Facilitator

Teaching and learning practices in alternative basic education programs tend to be different from those found in formal conventional school settings, though good practices in alternative basic education can be found in reformed formal schooling. In general, instruction in alternative basic education involves less lecture and presentation and more active learning and service learning projects in both the classroom and community. Learning may be derived from or immediately connected to students' interests, goals and needs.

In alternative basic education programs, the individuals who deliver instruction are often called facilitators, to reflect their role of guiding and assisting participants in the learning process. To facilitate literally means 'to make easier'. In effective alternative basic education programs, the role of the facilitator is to make it easier for people to learn by creating and maintaining a supportive environment; to make it comfortable for learners to participate in group processes; and to make sure that the content is meaningful and appropriate for the learners. Experienced facilitators are flexible and creative, yet able to

follow a sequence of learning activities in order to ensure that participants have the opportunity to fully develop their skills in the specific content area.

Of course, facilitators need to be proficient in the content area. Facilitators of the Liberian alternative basic education Work Readiness curriculum should be familiar with best practices in work readiness instruction, knowledgeable about the specific work readiness issues prevalent in Liberia, and comfortable communicating about a range of topics including sensitive ones. It is also very helpful to have some background in principles of youth development and in adult learning theory.

This section provides guidance and tips for facilitating the learning process and a few more details about the organization of the lessons that follow. In the next draft of this Manual, this section will include information about the Service Learning component of the alternative basic education program as well as guidance on documenting the progress of learners.

Activity-Based Teaching and Learning

In working with youth, it is important that the curriculum be delivered using active learning - methodologies that encourage full participation, in an environment that is open and accepting. Creating and maintaining a respectful and collaborative learning environment will enable participants to participate fully, and in a way that maximizes their learning. At the same time, norms should be established with the participants in the beginning and should reflect the rules or guidelines one would find in daily life at work and in the community. These norms might include (especially in the workplace): being on time, having regular attendance, dressing appropriately, being accepting and open to everyone's contributions, speaking respectfully to one another, not interrupting when someone else is talking, working in a team, and taking on responsibility.

It is also important that the learning environment provides participants with the opportunity to take on leadership roles. In addition to learning the basic academic skills of literacy and numeracy, many learners are also interested in improving the interpersonal, problem-solving skills and leadership skills that are needed at work and in the community. Especially in the life skills and work-related learning courses, but also in the literacy and numeracy strands, there are opportunities for participants to lead activities and discussions; report on or summarize for the larger group the results of small group discussions; assist the facilitator in preparing materials; etc. The facilitator will need to be aware of who is and who is not participating and find ways to balance their participation so those who tend not to speak or take a leadership role get the opportunity to be active within the class.

Through the use of a variety of active, learner-centered teaching methods, the alternative basic education courses aim to build on and enhance participants' existing knowledge and skills and provide them with opportunities for practical experiences, not just academic work.

Actively engaging youth in activities through participatory and practical methods will strengthen their confidence levels as well as develop their skills in literacy, numeracy, and the range of interpersonal, problem-solving, and leadership skills that are included in the life skills and work related learning courses.

The following types of active learner-centered teaching and learning methods may be found in alternative basic education programs. Some of them are used in the Liberia alternative basic education courses; others may be adopted by facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.

Small and large group discussion: Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.

Small group work: Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:

- Divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);
- Give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;
- Visit groups to make sure they are on the right track;
- Manage the time well, especially when the small groups are sharing their output with the large group.

Individual work: Throughout the alternative basic education curriculum, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists, health workers) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the facilitator, where the facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.

Facilitator's Role

The role of the facilitator is:

- To teach the learners with positive and respectful encouragement, remembering that the learners are adults
- To be well-prepared for every class, preparing the day before
- To provide a professional example to the learners
- To keep careful track of the progress of his/her learners
- The facilitator must take his/her work seriously, and make sure to come to class fully prepared ahead of time every day in order to lead and inspire the learners.

Reminders for Facilitators

In addition to being familiar with a range of activity-based teaching and learning approaches, there are many things a facilitator needs to remember when conducting a class. The following list provides some reminders to the facilitator. As a facilitator, it is important to remember to:

- ☑ Be respectful
- ☑ Listen and observe
- ☑ Speak clearly
- ☑ Maintain good eye contact
- ☑ Write neatly and so everyone can see it
- ☑ Position visuals so that everyone can see them
- ☑ Be flexible and adjust approach when necessary
- ☑ Be patient
- ☑ Be open and approachable
- ☑ Encourage participation by all participants
- ☑ Provide positive feedback to all participants to encourage participation
- ☑ Repeat and/or rephrase questions you ask or points you make
- ☑ Repeat points made by participants to show you are listening and make sure you have understood correctly
- ☑ Write and repeat instructions for small group activities
- ☑ Ask questions to clarify points made and probe further
- ☑ Build upon participants' experiences and knowledge
- ☑ Link information from one unit to another unit

- ☑ Be aware of the level of understanding and interest of the participants
- ☑ Give people time to respond to questions
- ☑ Re-direct comments and questions back to other participants to encourage discussion
- ☑ Manage time well by keeping yourselves and participants on task
- ☑ Summarize the main points at the end of an activity or unit
- ☑ Be honest: If you don't know the answer to a question, say so, and direct the participant to the appropriate place or person for the information (or find the information and get back to the participant with the information the next day)
- ☑ Use icebreaker activities to make participants feel more relaxed and energized when the group is low in energy

Section 3: Work Readiness Level 1 Overview

WORK READINESS

STANDARD FOR THE CONTENT AREA

Work readiness is defined as the skills and abilities that enable an individual to develop awareness of the world of work. This may include knowledge of the labor market, occupational information and a host of other areas. Work readiness entails the ability to:

- Find work (including wage employment or self-employment)
- Plan and manage a career or occupation
- Understand employers' expectations
- Use effective interpersonal skills at work
- Develop good work attitudes and habits
- Understand work-related rights and responsibilities
- Know and follow health and safety practices
- Understand entrepreneurial traits and practices (understand basic business concepts; know the local market; assess personal fit with entrepreneurship)
- Manage personal finances

In some cases, individuals may choose to:

- Establish and manage a small business
- Prepare for vocational training
- Prepare for apprenticeship

The Work Readiness Content Standard reflects a structure of work readiness learning that is essential to being able to work in daily life.

Guiding Principles for Work Readiness Instruction

In January, 2010, the Alternative Basic Education Technical Working Group met to plan the development of the curriculum. They established a set of Guiding Principles, which are found in full in the alternative basic education policy document. The following statements guided the development of the Work Readiness curriculum:

1. *Instructional approach:* A balanced approach to Work Readiness instruction will be used to best meet the needs of youth and adult learners in Liberia, for whom English is a second or third language to Liberian English and/or to one of the 16 native languages found in Liberia. Work Readiness instruction will use evidence-based approaches to teaching reading.
2. *Organization of Lessons:* Lessons will follow a consistent pattern and will be organized in numerical order by modules:

The 10 modular areas are listed below:

- A. Introduction to Employment and Work Readiness
 - B. Personal Leadership and Development
 - C. Career Planning
 - D. Wage employment vs. Self-employment
 - E. Entrepreneurship Part 1
 - F. Work Attitudes and Conduct
 - G. Work-related Money Management
 - H. Finding a Job
 - I. Preparation For Vocational Training
 - J. Apprenticeship.
3. *Structured guidance for the Facilitator:* Each lesson will follow a structured participatory process and format in order to develop the facilitator's confidence and ease in using active teaching and learning methods. The format may be varied by the facilitator to meet the needs and interests of the learner.
 - Topic and content for the day's lesson are introduced to learners in the form of what they will know and be able to do by the end of the class.
 - A combination of whole group and small group work is used to develop understanding and application.
 - In whole and small group work, a variety of active learning techniques are used.

- Lessons are typically reviewed and summarized as a memory aid and in readiness for the next lesson. Follow-up activities are provided as a way of applying lessons to real life.
4. *Appropriateness and relevance:* Each lesson is appropriate for both women and men, of varying ages, unless otherwise noted. If the content is not appropriate or relevant for some learners, guidance is given to the facilitator in how to adapt or change the lesson.

Organization of Lessons and Materials Needed

The typical progression of activities for each lesson in the Work Readiness Curriculum is as follows:

1. Link the content to daily life or experience of learners.
2. Teach:
 - Introduce new concept(s) (for example, *entrepreneurship*).
 - Introduce and enable practice of critical thinking skills.
 - Provide opportunities for experiential learning.

Each of the skills taught has opportunities for learners to practice skills learned. Practice is done as whole class, small groups, pairs, or individuals.

3. Review: At the end of each module is a review section made so that the learners can revisit various topics covered throughout the module.
4. Evaluate: The evaluation methods vary, from reviewing certain topics and objectives covered, to group activities and research in the various communities.
5. Follow-up activities: These activities are generally listed in the lesson plan as opportunities for learners to use in real life or to further practice skills learned. There is no time set for these activities and they can be performed at the end of a lesson or after class sessions.

The range of instructional materials that the facilitator needs to conduct Work Readiness Level 1 lessons, include the following General Instructional Aids:

Instructional guides, chalkboard, chalk, writing paper (preferably copybooks owned by the learners), writing instrument (pencil is recommended at the beginning levels because it does not easily slip on paper), broad tip markers, fiction and nonfiction library books, books on subjects and life areas.

D. Organization of the Lessons in this Guide

This guide contains 54 lessons, each designed for a 45-minute instructional period. These lessons are organized into 5 Modules for Work Readiness Level 1, Part 1. A separate guide will contain the remaining 54 lessons for Level 1, Part 2 making a total of 108 lessons.

Level 1 is introduced by a broad overview of the skills and knowledge covered in Level 1 lessons. Similarly, each module is introduced with a description of its learning objectives and background information for the facilitator. The specific lesson plans follow the module introduction.

List of Topics and Competencies

The following modules and lessons have been designed in order to help learners develop the specific competencies listed below.

<u>LESSON TOPICS</u>	<u>COMPETENCIES</u>
The lesson topics to be taught under each module are listed below:	Participating in each module will help the learner develop the following competencies:
MODULE A: Introduction to Employment and Work Readiness 1: Background to Work Readiness 2: Understanding the World of Work (Part 1) 3: Understanding the World of Work (Part 2) 4: Employment As Income Generation 5: How to Find Employment Opportunities 6: End of Module Assessment	Have knowledge of Work Readiness <ul style="list-style-type: none">• Explain what is meant by work readiness• Explain what the world of work is, and its range of opportunities.• Describe the world of work in Liberia• Discuss how thinking about income generation can lead to employment opportunities.• Discuss the link between work readiness, income generation and employment

<p>MODULE B: Personal Leadership Development</p> <p>7: Background on Leadership</p> <p>8: What is Leadership?(Part 1)</p> <p>9. What is Leadership ? (Part2)</p> <p>10: Introduction to Leadership Skills</p> <p>11: Who Am I in the Work Place?</p> <p>12: Your Personal Values and Employment</p> <p>13: Goal-Setting</p> <p>14: Goal-Setting Part 2</p> <p>15:Leadership Qualities in the Work Place</p> <p>16: Mid-module Assessment</p> <p>17: Problem-Solving And Decision-Making (Part 1)</p> <p>18: Problem Solving And Decision Making (Part2)</p> <p>19: Dealing With Conflict (Part 1)</p> <p>20: Dealing With Conflict (Part 2)</p> <p>21: Communication Part 2</p> <p>22: Communication (Part 2)</p> <p>23: Team Work</p> <p>24: End of Module Assessment</p>	<p>Interpersonal Skills (Use Effective Interpersonal Skills at Work)</p> <ul style="list-style-type: none"> • Describe leadership in the workplace • Explain the purposes of communicating at work • Organize and relay work-related information to serve a purpose • Use active listening skills • Use verbal and non-verbal communication effectively. • Use different strategies to negotiate. • Analyze and use appropriate strategies in solving conflict. • Explain how to cooperate with others and work as a team.
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<p>MODULE C: Career Planning</p> <p>25: Background to Career Planning</p> <p>26: Types of Employment Options</p> <p>27: Career Options</p> <p>28: Employment Options Available in my Area</p> <p>29: Feedback from Service Learning Day</p> <p>30: What Can I Do with my skills and Personal Qualities</p> <p>31: Mid-module Assessment</p> <p>32: Matching My Skills and Employment Opportunities</p> <p>33: Matching my Skills and Employment Opportunities</p> <p>34: Setting Career Goals (Part1)</p> <p>35: Setting Career Goals (Part2)</p> <p>36: End of Module Assessment</p>	<p>Plan and Manage a Career</p> <ul style="list-style-type: none"> • Locate information on career and training opportunities. • Analyze market needs. • Identify where and what types of skills training is available. • Identify goals for future job opportunities and career. • Analyze personal skills and match them to job opportunities. • Research different types of job opportunities locally. • Plan and manage a career.
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<p>MODULE D: Wage Employment vs. Self-Employment</p> <p>37: Introduction To Wage Employment and Self-employment</p> <p>38: Understanding Wage and Self-Employment</p> <p>39: Wage and Other Types of Employment</p> <p>40: Benefits OF Wage Employment vs. Self-employment</p> <p>41: Challenges and Obstacles For Wage Employment vs. Self-Employment</p> <p>42: End of Module Assessment</p>	<p>Understand Options for Self-Employment and Develop Attitudes to Direct and Control their Own Work Tasks.</p> <ul style="list-style-type: none"> • Define and differentiate between wage employment and self-employment. • List options for self-employment. • Develop attitudes to direct and control one's own work tasks. • Identify benefits in wages for self-employment and wage employment. • Identify challenges and opportunities for both wage employment and self-employment.
<p>MODULE E: Introduction to Entrepreneurship (Part 1)</p> <p>43: Background to Entrepreneurship</p> <p>44: An Introduction to Entrepreneurship</p> <p>45: What Is Business?</p> <p>46: Who Is An Entrepreneur?</p> <p>47: Managing My Own Business</p> <p>48: Matching My Skills with a Business</p> <p>49: Assessing Demand</p> <p>50: Mid-module Assessment</p> <p>51: Sizing Up The Market</p>	<p>Explore Entrepreneurial Traits and Skills</p> <ul style="list-style-type: none"> • Explain correctly what a business is. • Distinguish different types of businesses • Identify different demands for business in the local area • Identify specific management concerns and issues
<p>52: Estimating Cost and Setting A Price</p> <p>53: Observing Rules and Regulations</p>	

54: End of Module Assessment	
Service Learning Component (At least the one service learning activity should be completed for the semester)	

SECOND SEMESTER

MODULE F: Work Attitudes and Conduct	Demonstrate Adequate Behavior and Performance in the Workplace
55. Background on Attitudes and Conduct	
56. Understanding Employers' Expectations	<ul style="list-style-type: none">• Describe good work attitudes and habits.
57. Workplace Behavior and Attitudes	<ul style="list-style-type: none">• Accurately identify employers' expectations.
58. Customer Service	<ul style="list-style-type: none">• Describe workplace customs and rules.
59. Communicating in a Formal Employment Environment	<ul style="list-style-type: none">• Explain how to manage time well.
60. Practicing Business Ethics	<ul style="list-style-type: none">• Explain how to communicate clearly and completely in the workplace.
61. Making the Best Use of my Time	<ul style="list-style-type: none">• Identify common practices of good customer service.
62. Mid-module Assessment	<ul style="list-style-type: none">• Describe appropriate workplace behaviors.
63. Time Management Planning	
64. Time Management Prioritizing	
65. Getting to Work on Time	
66. Balancing Work and Home Life	
67. End of Module Assessment	

<p>MODULE G: Work Related Money Management</p> <p>68. Background on Money Management</p> <p>69. Why It Is Important To Know How To Use Your Money Well</p> <p>70. How to Get The Money You Need</p> <p>71. What Are Savings?</p> <p>72. What do you Want to Save Money for?</p> <p>73. How to Save your Money</p> <p>74. Where to Save your Money</p> <p>75. Mid-module Assessment</p> <p>76. What Is Debt?</p> <p>77. How Not to Get into Debt</p> <p>78. Writing Down What You Do with your Money (Part 1)</p> <p>79. Writing Down What You Do With Your Money (Part 2)</p> <p>80. How to Plan Your Money for What You Want To Do</p> <p>81. Preparing a Budget</p> <p>82. End of Module Assessment</p>	<p>Describe how to gain control of one's financial situation by organizing:</p> <ul style="list-style-type: none"> • Income • Savings • Living expenses • Credit obligations and managing credit wisely, and • A personal, family or business budget.
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<p>MODULE H: Finding a Job</p> <p>83. Background on Finding a Job</p> <p>84. Applying for Work</p> <p>85. Where to Look When Applying for Jobs</p> <p>86. What You Need to Know that Can Help You When You are Looking for a Job</p> <p>87. Mid-module Assessment</p> <p>88. Correct Things to Do When Looking for a Job</p> <p>89. The Job Application Form and How to Apply for a Job</p> <p>90. End of Module Assessment</p>	<p>Have basic Information on how to get a job</p> <ul style="list-style-type: none"> • Explain where to get information about jobs. • Give examples of what could make getting a job easier. • Explain how to apply for a job. • Write a compelling application letter.
<p>MODULE I: Preparation For Vocational Training</p> <p>91. Background on Vocational Training</p> <p>92. What is Vocational Training and its Benefits?</p> <p>93. How Vocational Training Helps You Get Employed.</p> <p>94. Mid-module Assessment</p> <p>95. How To Choose Your Job Training (Part 1)</p> <p>96. How To Choose Your Job Training (Part 2)</p> <p>97. End Of Module Assessment</p>	<p>Describe Requirements for Vocational (Job Skills) Training</p> <ul style="list-style-type: none"> • Explain what the opportunities are for vocational training in Liberia and its possible value. • Describe how to choose the right training.

<p>MODULE J: Apprenticeship</p> <p>98. Background on Apprenticeship</p> <p>99. What Is Apprenticeship? Types of Apprenticeship</p> <p>100. Benefits of Apprenticeship (Part 1)</p> <p>101. Benefits of Apprenticeship (Part 2)</p> <p>102. End of Module Assessment</p> <p>103. Revision With Story (1)</p> <p>104. Revision With Story (2)</p> <p>105. Revision With Story (3)</p> <p>106. Revision With Story (4)</p> <p>107. Service Learning Day</p> <p>108. End of Level Assessment</p>	<p>Describe the Types of Apprenticeship and How They Differ From Other Employment Options</p> <ul style="list-style-type: none"> • Describe reasons for taking an apprenticeship. • Weigh benefits of apprenticeships compared with the costs. • Identify types of apprenticeships.
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Instructional Guides/Lessons for Work Readiness Level 1

The five instructional modules in Level 1 (Introduction to Work Readiness, Personal Leadership and Development, Career Planning, Wage (formal) employment vs. Self-employment, Entrepreneurship) are designed to help learners achieve the outcomes described in the next few pages. By linking learners to social networks, introducing them to concepts of entrepreneurship and employability, providing them with opportunities to acquire practical business skills, and supporting them in their business start-up activities, we will help Liberians involved in this project to increase their income and gain useful skills to take with them their whole life.

Number of Modules and Lessons: Work Readiness Level 1, Semester 1 has five instructional Modules. The modules and lessons are planned to be delivered in sequence over a period of nine months.

Level 1 Learning Objectives: Learners completing Level 1 Work Readiness, Semester 1 should be able to easily select and apply these knowledge, skills, and strategies to succeed in various working environments both through formal and self-employment.

Participating in each module will help the learner develop the following competencies:

Introduction to Work Readiness

- Explain what is meant by Work Readiness
 - Explain what the World of Work is, and its range of opportunities
Understand work and how it is related to employment.
 - Describe the World of Work in Liberia.
 - Understand how thinking about income generation can lead to employment opportunities.
 - Discuss the link between work, income generation and employment
- **Leadership Skills and Development:**
 - Determine the purposes of communicating at work.
 - Organize and relay work-related information to serve a purpose.
 - Use active listening skills.
 - Use verbal and non-verbal communication effectively.
 - Use different strategies to negotiate.
 - Analyze and use appropriate strategies in solving conflict.
 - Cooperate with others and work as a team.
 - Understand the role of leadership in the workplace.

Career Planning:

- Locate information on career and training opportunities.
- Analyze market needs.
- Identify where and what types of skills training is available.
- Identify goals for future job opportunities and a career.

- Analyze personal skills and match them to job opportunities.
- Research different types of job opportunities locally.

Wage employment vs Self-employment:

- Understand options for self-employment.
- Develop attitudes to direct and control one's own work tasks.
- Identify benefits in wages for self-employment and wage employment.
- Identify challenges and opportunities for both wage employment and self-employment.

Introduction to Entrepreneurship

- Explain correctly what a business is.
- Distinguish different types of businesses.
- Identify different demands for business in the local area.
- Identify specific management concerns and issues.

Background Information:

Liberian society encompasses a diverse work environment from rural to urban areas. There are formal wage employment opportunities and self-employment opportunities in all counties across Liberia. To become work ready, Liberians need to develop knowledge and skills that will provide the ability to perform a variety of job functions and duties while learning to work properly with others and project the right attitudes for all work situations and environments. This curriculum prepares Liberians for these experiences.

Developing leadership skills is an important part of becoming successful in a career. In any career in Liberia, it is important to understand how to work with others and how to make decisions that will benefit oneself as well as colleagues. Being a leader depends on taking a good look at oneself and one's best qualities. A leader knows how to work under pressure and can handle difficult situations. In this module, learners will be able to develop problem solving skills and different ways for communicating and dealing with conflict. Developing leadership qualities will allow them to grow in the workplace environment.

The workforce in Liberia is diverse. There are options available in rural settings and urban settings and it is important for the learners to be able to plan a career path that will guide their future.

Wage employment in Liberia ranges from working in large companies such as Firestone, a bank such as LBDI or a non-governmental organization. Wage employment means working for a private company, a small business, a government or non-governmental organization or for another kind of employer. There are many options in Liberia for working in wage (formal) employment. There are many pathways to gaining formal employment including taking an apprenticeship, going into a job skills training program or applying for an entry-level job to get basic work experience and a good recommendation that may enable one to advance to a better job.

Self-employment is different because one does not apply for a job; one creates it. Self-employment means owning one's own business. Self-employment has its advantages, it lets a person be their own boss, and it lets them decide what type of business they want to do. There are benefits to both formal employment and self-employment and there are specific challenges to each as well. This module will explore both of these types of employment in more depth and contrast them against each other.

Entrepreneurship is seen everywhere in Liberia. From street corners to markets Liberians are operating their own businesses. Level one of the work readiness curriculum will help the learners to identify what it means to become an entrepreneur and a business owner. There are many steps involved, from the beginning process of coming up with a business idea to the start up and management of a business.

Evaluation:

The skills learned in the work readiness curriculum level one will prepare the learners for more advanced subjects in level two including a deeper look into entrepreneurship and business management ownership, specific training programs and apprenticeships.

Overall objectives will be evaluated at the end of the course.

Learners should be able to:

- Define and use important work readiness terms and concepts that relate to the lessons and topic areas.
- Research work readiness learning and employment opportunities available in their local community.
- Prepare for finding work, begin exploring a career and make decisions about whether or not to pursue, job skills training, an apprenticeship, return to formal education, or getting employment.

Resources

The following resources have been adapted or borrowed for this curriculum:

1. *Work Well Done*. Education Development Center/EVI , Rwanda Akazi Kanoze project, USAID.
2. *Financial Literacy*. Youth Education for Life Skills Project.
3. *Young Women in Enterprise: Transforming Generations*. Techno-serve, Nairobi, Kenya 2009.
4. *Career Choices*. Miny Bingham and Sandy Stryker.
5. *Accelerated Learning Program Curriculum Materials*. Ministry of Education of the Republic of Liberia, 1999.
6. Starting my own Business for Students, UNICEF, 2006.
8. SWIM FAR Technical and Vocational Education, UNESCO.

MODULE A: Introduction to Employment and Work Readiness

MODULE A

After these lessons, learners will be prepared to:

- Explain what is meant by Work Readiness
- Explain what the World of Work is, and its range of opportunities.
- Understand work and how it is related to employment.
- Describe the World of Work in Liberia.
- Understand how thinking about income generation can lead to employment opportunities.
- Discuss the link between Work ,Income generation and Employment

Overview

Learning Objectives: The learner who successfully completes this module should be able to:

- Explain the benefits of learning about work readiness
- Describe the nature of the world of work
- Develop interest to learn about work readiness.

Links with Other Modules: Career Planning (Work Readiness Content Area)

Work Attitudes and Conduct (Work Readiness Content Area), Entrepreneurship (Work Readiness Content Area), Wage Employment Vs, Self Employment (Work Readiness Content Area)

Estimated Length of Module: 6 Lesson period (including one assessment), 45 minutes for each lesson and the assessment.

List of Numbered Lesson Titles:

LESSON	MODULE A LESSONS
1	Background on Work Readiness
2.	Ways of Understanding the World of Work (Part 1)
3.	Ways of Understanding the World of Work (Part 2)
4.	Employment as Income Generation
5.	How to Find Opportunities for Employment
6.	End of Module Assessment

Background Information:

In many cases, young individuals who are of working age experience a level of frustration because of their inability to have access to employment. While it is generally said that there are not enough jobs, the truth however is that a large percentage of the youth population in Liberia do not have an idea of how to prepare themselves for employment, that is how to be work ready. There is therefore a need to provide information that will educate them and prepare them to be “work ready”.

Evaluation:

Short evaluation should be conducted at the end of each class. Evaluation should be conducted so that the facilitator can find out at the end of class if the learners mastered the lesson’s learning objectives.

MODULE A

Lesson 1: A Background on Work Readiness

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: By the end of this lesson, learners will be able to:

- Explain the benefits of learning about Work Readiness
- Describe the nature of the World of Work
- Develop interest to learn about Work Readiness.

Preparation and Materials:

- Chalkboard.
- Chalk.
- The Story- “Fatu and Saah”, Chapter 1.

Background Information:

- Work Readiness means preparing a person for the world of work by providing him/her with the necessary skills and abilities for work, including knowledge of the labor market and all that surrounds work and working well.
- This Work Readiness module will teach learners about the way to interact with people in the place of work (Interpersonal Skills), plan what work they will do in life (Career Planning), know about working for one’s self (Self-employment), the correct ways to do things at work (Attitude and Conduct) and how an individual can start his or her own business (Entrepreneurship).
- To help learners to understand Work Readiness, the “Fatu and Saah” story shall be read to learners at the beginning of each module and some parts shall be used for some lessons.
- For learners to be able to take part well in this Work Readiness module, they will be involved in role plays, individual or group presentations, question and answer sessions and exercises from the work book.

What We Will Learn:

- Every individual should work to make money so as to live well.
- There are some things a person must know about the world of work.
- What a person needs to know so as to be able to work and get money.

Words and Phrases to Learn:

- **World of Work:** This is about all forms and patterns of employment that are available to us as human beings.
- **Role Playing:** Trying to show a situation by acting it out as a play.
- **Presentation:** To come to tell people about what you have thought about.
- **Workbook:** A book that learners will use to help them remember what they have learned.

Our First Statement: *“A person who will get work needs to prepare and be work ready.”*

Activities:

Step 1 10 Minutes

- Introduce the topic and make the first statement, which is: **“A person who will get work needs to prepare and be work ready.”**
- Ask each learner to stand up in front of the class and introduce himself/herself. The learners should mention their full names, the community they come from, and one interesting thing about themselves.

Step 2 10 Minutes

- Tell learners that Work Readiness means preparing a person, either a man or a woman for the world of work by providing him/her with the necessary skills and abilities for work, which include knowledge of the labor market and all that surrounds work and working well.
- Explain to the learners the various areas that the Work Readiness course will touch upon. These will include:
 - The way to interact with people in the place of work (Interpersonal Skills).
 - The way we plan what work we will do in life (Career Planning).
 - Knowing about working for one’s self (Self-employment).
 - Knowing the correct ways to do things at work (Attitude and Conduct).
 - How an individual can start his or her own business (Entrepreneurship).

Step 3 10 Minutes

- Introduce the Fatu and Saah story to learners.
- Read Chapter One of the story to the class.

Saah, the Orange Man

In Kakata, there was a boy named Saah. Saah was 19 years of age. His parents died some years ago. He lived with his uncle, Mr. Daniel, a driver.

Most young boys and girls in Saah’s community loved to spend time with Daniel because he was a very friendly man. Daniel told them stories

about how Liberia was a long time ago.

One of the young girls who came to Saah's house was Fatu. Fatu was 17 years old. Her father was a school teacher.

Saah had dropped out of school and was not employed. When he woke up in the morning, he would help his uncle to clean up the house. After breakfast, he would go down the street, sit with his friends and play, or watch a video.

Saah loved oranges. He loved to climb the orange trees to pick oranges.

Even when the orange tree is so tall and his friends were afraid to climb, Saah would climb it and pick oranges. After some time, his friends started calling him "Saah, the Orange Man."

One Saturday afternoon, Saah and his friend Alvin had just come back home with some oranges they had just picked. They had collected twenty oranges. Saah took ten of the oranges and gave the remaining ten to his friend, Alvin. As they were eating the oranges, his uncle came back home from work. He looked disturbed. He had bad news. He had been sacked from his job. Saah was very sad.

Life became difficult for Mr. Daniel. He could not pay his house rent, neither could he buy food to feed himself and Saah.

One morning, his landlord came to him, became angry because he could not pay his house rent. He told him to pack his things and get out of the house. Mr. Daniel begged the landlord but he refused. He threw Mr. Daniel's belongings out of the house.

Later in the day, Mr. Daniel called Saah and told him to think of what to do about his life because he could not continue taking care of him. Saah sat on a small stone under the tree where his uncle's belongings were packed. He thought to himself, "What should I do?"

The following day, there was no food for Saah. He had no money. He was very hungry.

"What will happen to me now?" he thought to himself. "No food, no money, no where to stay. Will I go and steal? If I steal and get caught I will get beaten and jailed. I don't want to be beaten and taken to jail."

He thought of selling oranges, but remembered that there were no more oranges.

Alvin, his friend, had travelled to Gbarnga. Then he remembered Fatu. "I will go to Fatu's house and ask for something to eat!" He said.

So he went to Fatu's house. He told Fatu his story. Fatu felt sorry for him, went to the kitchen and brought food for him. She told her father, Mr. Kaba, about what had happened to Saah.

Pointing to Saah, Mr. Kaba said, "I am not sorry for you, in fact I blame you." Saah was surprised!

"How old are you?" Mr. Kaba asked him.

"I am 19 years old," replied Saah.

"And I was told that you are not in school, is that true?"

"That is true," Saah answered.

"You are not a small boy. You should find something to do that earns you money to enable you to take care of your life. If not, you will find life difficult."

Mr. Kaba became quiet for a short time then he continued, "Yesterday, I was telling my daughter, Fatu about work. As a young man, you need to know about work. Sit down, and I will tell you what I told her yesterday." Saah sat down near Fatu's father.

"Young man," Mr. Kaba continued, "most of the things that we do every day is work. Cooking, cleaning, taking care of people, planting on the farm, carpentry, masonry, any of them. When you do any of these things so that people pay you money for it, then it is called employment." Fatu sat nearby and nodded her head as her father spoke.

"It is important that you find employment to earn an income." Mr Kaba said.

"But where can one get the employment," Saah asked.

"Employment is everywhere," answered Mr. Kaba. "It is anywhere that you can do any type of service or effort to get money. You can work from inside the house you live in, your street, the market, on the farm, in your community. You can find employment at any place where there are people."

Mr. Kaba had a little cat. The cat jumped on his lap. With his hand he played with the cat for some time, then he said, "Young man, I will send you to Mr. Ben, my friend in Gbarnga, to go and work for him. He has a small chicken farm. I know he is looking for someone to help him. Helping

on a chicken farm is work. When you do that work and you are paid some money, or you work for yourself, that is called employment.”

- Ask one learner to summarize the story to the class from memory, after hearing it out loud.

Step 4 5 Minutes

- Read this part of the story again to the class.

Saah had dropped out of school and was not employed. When he woke up in the morning, he would help his uncle to clean up the house. After breakfast, he would go down the street, sit with his friends and play, or watch a video.

- Ask learners if they know anyone in their community who lives the way Saah was living.
- Explain to learners that Saah later became a successful business man and that what he did to become successful is what Work Readiness can help them to learn.

Step 5 5 Minutes

- Ask three learners to come up and tell the class what they learned about work readiness from the first chapter of the story.

Evaluation • Ask learners to explain what they understand about work readiness.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask the learners to talk about the different kinds of work they know.
- Ask them to discuss what it means when someone says he or she is working.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE A

Lesson 2: Understanding the World of Work (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: By the end of this lesson, learners will be able to:

- Explain what the World of Work means.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Most people have been unable to find employment because they do not understand that employment is not just about going to a farm or an office and working. Work exists in many forms and all these different forms of work put together are known as the world of work. To understand how the world of work functions is very important for everyone who wants income – and that is nearly everyone! The world of work is diverse and consists of many different forms of work. The world of work is present in the house you live in, on the street you live on, in your community, in your county, the whole of the Liberian nation, and spreads across the entire world.
- The World of Work includes every type of work that people do: for government, for private companies, for non-governmental organizations or for oneself. The world of work consists of :
 - **Work:** Work is the use of the powers of our body and mind to do activities, for instance: cooking, sweeping, cleaning, talking, writing, dancing, taking care of children, making people laugh etc. When any of the items listed above, and others, is done for someone who will pay for it, it becomes work or employment.
 - **Employment:** When any human activity is done for the purpose of getting income, it becomes employment.
 - **Job:** This is a type of work for which an individual is paid some money regularly – hourly, daily, weekly, or monthly. This is wage employment. When someone is employed for wages (or a salary) s/he is said to have a job.
 - **Occupation:** Something that occupies a person's time and which gives him/her some income, for example, farming, fishing, singing, trading, and teaching are all occupations
 - **Profession:** These are occupations that require advanced learning, a college or university degree, for example, teaching, law medicine or health care, and engineering are professions.

- **Vocation:** A work activity which an individual has taken some time to train or learn and which he /she engages in with strong commitment and which gives him/her income.
- **Career:** This is a way of making a living in an occupational area over a longer period of time. For example, people can have careers in health care, manufacturing, business, agriculture, education, or sales.
- **Apprenticeship:** An individual goes to a work place to learn from an expert tradesperson or craftsperson (for example from a carpenter, welder, mason, goldsmith) to do very well the work that is done there. For example, in Liberia it is possible to have an apprenticeship in an auto mechanic workshop, a hair dressing salon, a blacksmith shop, tailoring shop, watch repair, and in many other kinds of work. Some of these are formal and require an application and a contract, but most are informal.
- **Hobbies:** Activities for interest or pleasure such as sports, watching videos, reading, playing games, growing flowers, or collecting special objects. Sometimes people can also make money from doing what they usually do as play. For example, singing, playing football, painting etc.
- Doing business, trading, manufacturing, agriculture, sales and services are all part of the world of work.

Learning Points or Key Messages:

- There are many things to do for income in the world of work.
- The world of work is very large and can have a type of work for everyone who wishes to work if they know how to be employed.

Activities:

Step 1 10 Minutes

- Introduce the topic to learners and tell them that this lesson is to show them that each one of them has something he/she can do in the world of work.
- Explain to learners that work is the use of our energy, bodies and minds to do some activities, for instance, cooking, sweeping, cleaning, talking, writing, dancing, taking care of children, making people laugh etc.
- Tell learners that when any such activity is done for earning income, then it becomes “employment”.

Step 2 10 Minutes

- Ask three learners come out and stand in front of the class. Give them each one of the following names:
 - **Work** - for example, cleaning, sweeping, washing, repairing.
 - **Employment** - for example, any activity allowed by law that we do to earn income.
 - **Job** - for example, any work activity that a person does and for which he or she is paid daily, weekly, or monthly.
- As they stand in front of the class, explain the meaning of each of the names holding the learner who carries that name.

Step 3 15 Minutes

- Ask learners to form five groups.
- Tell each group to think of three everyday activities that some people do for work.
- Ask a learner from each group to share their three activities with the class.
- Ask learners if anyone of them would like to do a particular everyday activity as employment. What kind would it be?

- Evaluation:**
- Ask learners what they now understand by the phrase “World of Work”. [Correct answers might include: a job, wage employment, an occupation, a career, self employment, activity/ies for which one is

paid, or services or products for which one is paid]

Follow Up: (To be completed as a homework assignment).

- Learners could be asked to share their new knowledge of the world of work with their friends and relations.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE A

Lesson 3: Understanding the World of Work (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: By the end of this lesson, learners will be able to:

- Explain the meanings of the various aspects of the World of Work.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

Note: *(This is a follow-on lesson so the background information is the same as in the last lesson. It is repeated below.)*

- Most people have been unable to find employment because they do not understand that employment is not just about going to a farm or an office to work. Work exists in many forms and all these different forms of work put together are known as the world of work. To understand how the world of work functions is very important for everyone who wants income – and that is nearly everyone! The world of work is diverse and consists of many different forms of work. It is present in the house you live in, on the street you live on, in your community, your county, the whole of the Liberian nation and spreads across the entire world.

Some Aspects of the World of Work:

- The world of work includes every type of work that people do: for government, private companies, non-governmental organizations or for oneself. The world of work consists of:
 - **Work:** Work is the use of the powers of our body and mind to do activities, for instance, cooking, sweeping, cleaning, talking, writing, dancing, taking care of children, making people laugh etc. When any of these activities, and others, is done for someone who will pay for it, it becomes paid work or employment.
 - **Employment:** When any human activity is done for the purpose of getting income, it becomes employment.
 - **Job:** This is a type of work for which an individual is paid some money regularly – hourly, daily, weekly, or monthly. This is wage employment. When someone is employed for wages (or a salary) she or he is said to have a job.

- **Occupation:** Something that occupies a person's time and which gives him/her some income. For example, farming, fishing, singing, trading, and teaching are all occupations.
- **Profession:** These are occupations that require an advanced learning, a college or university degree. For example, teaching, law, medicine or health care, and engineering are all professions.
- **Vocation:** A work activity which an individual has taken some time to train or learn and which he /she engages in with strong commitment and which, like an occupation or profession, gives him/her income.
- **Career:** This is a way of making a living in an occupational area over a period of time. For example, people can have careers in health care, manufacturing, business, agriculture, education, or sales.
- **Apprenticeship:** Here an individual is in a work place to learn from an expert tradesperson or craftsperson (for example from a carpenter, welder, mason, or goldsmith) to do very well the work that is done there. For example, in Liberia it is possible to have an apprenticeship in an auto mechanic workshop, a hair dressing salon, a blacksmith shop, in tailoring, watch repair, and in many other kinds of work. Some of these apprenticeships are formal and require an application and a contract, but most are informal.
- **Hobbies:** Activities for interest or pleasure such as sports, watching videos, reading, playing games, growing flowers, or collecting special objects. Sometimes people can also make money from doing what they usually do as play. For example, singing, playing football, painting etc.
- Doing business, trading, manufacturing, agriculture, sales and services are all part of the world of work.

Learning Points or Key Messages:

- There are many different work situations and opportunities for income in Liberia.
- The world of work is very large and can provide a type of work for everyone who wishes to work if they know how to get and stay employed.

Activities:

Step 1 10 Minutes

- Remind learners about the topic of the last lesson, which is ways of understanding the World of Work.
- Ask learners if they shared their new understanding of the World of Work with their friends or relations. From those who did, get three learners to tell the class what they shared and what their friends contributed.
- Comment on their responses and add information as necessary.
- Tell learners that this lesson will be a review lesson.

Step 2 10 Minutes

- Tell learners that it is very important to know and be able to distinguish the various work situations in the World of Work and that this is what this lesson will try to do.
- Tell learners that we shall be reviewing the meaning of the following: *Work, Job, Employment, Self-employment, Vocation, Career, Apprenticeship*.
- Name the above terms, one after the other, and get learners to define and distinguish their meanings. Tell other learners to clap when they hear the correct definitions.

Step 3 15 Minutes

- Name each of the situations again and explain the meanings to learners to reinforce their understanding and the correct meanings are:
 - **Work:** This is the use of our physical energy and our mind to do activities for which we are paid. For example, cleaning, sweeping, washing, and repairing are activities which, if we are paid to do them, are work.
 - **Employment:** Any activity allowed by law that we do or engage in to earn income.
 - **Job:** Any work activity that a person does and for which he/she is paid daily, weekly, or monthly. Often people assume that a job involves wage or formal employment.
 - **Self-employment:** This is a situation where a person finds and engages in activity through which some services are rendered to others and for which he/she is paid by the customers. This is not wage employment. One does not work for someone called an employer. One works for oneself.

- **Vocation:** Work activity which an individual has taken some time to train for or learn and which he /she engages in with strong commitment, and which gives him/her income. The training one does for this work is called vocational or occupational training. Examples include: baking, auto mechanic repairs, carpentry, plumbing, electrical work, masonry, hairdressing, agriculture and others.
 - **Career:** This is a way of making a living in one area of work over a period of time or the type of work one does throughout one's life. For examples, teaching, law enforcement (police work), tailoring, acting, music, and sales are possible careers.
 - **Apprenticeship:** Here an individual is in a work place for the purpose of learning from an expert or "master" of a trade to do very well the work that is done there. For example, in Liberia there may be apprenticeships in an auto mechanic workshop, a hair dressing salon, a carpentry workshop, with a mason, an electrician, or a plumber.
- Explain to learners that having a job where you are supervised and paid wages or a salary is one kind of employment (wage employment) and working for oneself (self-employment) is another form of employment.
 - Explain to learners that everybody who is doing a form work activity that is allowed by law to make money is employed, either in an office, with government, trading, farming or selling.

Evaluation 5 Minutes

- Ask learners to name the following descriptions with the correct work-related term:
 1. The use of our physical energy and our mind to do activities for payment, for example, cleaning, sweeping, washing, repairing, farming, teaching, building, or selling. **Answer: work**
 2. A work activity that a person does and for which he/she is paid daily, weekly, or monthly. **Answer: a job**
 3. A situation where a person engages in an activity through which services are given, or products sold, and for which he/she is paid by customers, and where she or he controls when, how often, and how the work is done. **Answer: self-employment.**

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Tell learners to share what they have learned with their friends and relations.

MODULE A

Lesson 4: Employment as Income Generation

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: By the end of this lesson, learners will be able to:

- Explain how thinking about income can show employment opportunity

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- One reason why many people are not employed is that they mistakenly believe that only someone who has a wage or salary job, for example in a company or with government, is working.
- To live a normal life where you can take good care of yourself and your family, a person needs the ability to do something that can bring in money or income. Income is the gain of regular money that comes from working.
- One person can get money from a job; another person can get money from services or products provided through self employment, by sewing clothes, taking care of old people, selling in the market, and many other income-generating activities. Apart from the fact that we all need to work to be happy with ourselves, one major reason why people work is to get money. There are not enough wage jobs in Liberia for everyone who wants to work, but the ability to do something to make money is available to nearly everyone, even those who may have physical disabilities such as blindness or deafness.
- Therefore instead of complaining that there are no jobs, someone who wants to work needs to think differently, to think about and research what services and products are needed in the community and what he/she can do to provide these services or products so that this self employment, these income-generating activities can bring him/her money. This is creating employment for oneself (and possibly for others) by thinking of what is needed, what services and products people will pay for, that can create or generate income.

Learning Points or Key Messages:

- Wage employment, for example office jobs or government jobs, is not the only kind of employment.
- Any activity that is allowed by government, that provides services or products for sale and that can give you money is “gainful employment”.

Activities:

Step1 5 Minutes

- Review the last lesson by reminding learners that work exists in many forms and all these different forms of work put together are known as the world of work.

Step 2 10 Minutes

- Call out two females and two males.
- Let each one of the females take either number 1 or 3, while each of the males will take either 2 or 4.
- Describe the following situations to learners while holding the learner that is standing for that number.
 - **Situation 1:** A woman working with government receiving her salary from the cashier and then buying a toy.
 - **Situation 2:** A man selling newspapers to some customers, collecting the money and buying oranges.
 - **Situation 3:** Two women selling 'Kalla', collecting money from their customers and buying lappa suits.
 - **Situation 4:** An electrician just finishing helping a customer to fix a problem at his shop, collecting the money and buying a pair of shoes.

Step 3 15 Minutes

- Explain to learners that when a person is thinking of finding work to do, he or she should first ask "What is allowed by the government that I can do to get money?" Any activity that is allowed by government that can give you money is employment whether an office job, farming, repairing, dancing, cooking, selling or other legitimate work.
- Tell learners that all the people in the situations in Step 2 are employed because they are doing work activities that give them income.

Step 4 10 minutes

- Ask three learners to mention other activities allowed by government that are employment. Ask the learners to give some examples of activities that bring money but that are not allowed by government (example: theft, forgery, corruption, black market.) Explain that this is not called work. It is called "illegal activity."

- Round up by reminding learners that apart from office or government jobs, any activity that is allowed by government that can give you money is employment and money obtained from the employment is income. Tell learners that in the next set of lessons they will discuss employment.

- Evaluation**
- Ask learners what is the difference between work activity and employment. *Answer is that a work activity is the engagement of one's physical strength or brain to do something like sweeping, cleaning, washing, planting. Employment is any work activity that is paid for.*
 - In other words when a work activity is done for income it becomes employment.

Follow Up: (To be completed as a homework assignment).

- Tell learners to go back to their communities and identify three people who are employed, for example who may be doing any of the work activities used in the role plays. Let them ask the people what they like and do not like about their form of employment. Ask them to be prepared to talk with the class about what they found.

MODULE A

Lesson 5: How to Find Opportunities For Employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify kinds of organizations where one can find people working
- Identify community needs that can lead to self-employment opportunities.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Employment can be a job in a private business, or for a government or non-governmental agency or doing something for oneself (self-employment). Employment refers to activities performed by individuals to meet certain needs in the community, the nation or the world.
- For example, a person who owns a small shop sometimes needs to leave to attend to some business; buying goods for example. When they are away, they need someone to look after the shop. This need creates a job opportunity for a shop assistant.
- Where people gather to wait for the bus, sometimes they may feel thirsty. This need creates a chance for employment for somebody to sell drinking water to them.
- Situations like these in our communities create opportunities for employment whenever someone does something to meet the need in exchange for pay.
- There are many situations where people need water, light, fuel, clothing, taking care of children, painting, carpentry, teaching, repairing something that is spoiled, assisting others, etc. All these are situations that create chances for employment.
- When there is a scarcity of a commodity or service, there is always an opportunity to generate income by providing it. The challenges are to identify the need(s), determine if people will pay for it, determine what the competition might be in meeting the need(s), find the best price point, and get money to purchase the goods for sale or the tools or equipment, or possibly to rent space.

Learning Points or Key Messages:

- Nearly everybody can find something to do as work in our communities.
- However, to be successful, there are many things one must learn about how to be successful with self-employment.

Activities:

Step 1 5 Minutes

- Review the last lesson with the learners and introduce the lesson for the day.

Step 2 15 Minutes

- Read the following story to learners.

“How old are you?” Mr. Kaba asked him.

“I am 19 years old,” replied Saah.

“And I was told that you are not in school, is that true?”

“That is true,” Saah answered.

“You are not a small boy. You should find something to do that earns you money to enable you to take care of your life. If not, you will find life difficult.”

Mr. Kaba became quiet for a short time then he continued, “Yesterday, I was telling my daughter, Fatu about work. As a young man, you need to know about work. Sit down, and I will tell you what I told her yesterday.” Saah sat down near Fatu’s father.

“Young man,” Mr. Kaba continued, “most of the things that we do every day is work. Cooking, cleaning, taking care of people, planting on the farm, carpentry, masonry, any of them. When you do any of these things so that people pay you money for it, then it is called employment.” Fatu sat nearby and nodded her head as her father spoke.

“It is important that you find employment to earn an income.” Mr Kaba said.

“But where can one get the employment,” Saah asked.

“Employment is everywhere,” answered Mr. Kaba. “It is anywhere that you can do any type of service or effort to get money. You can work from inside the house you live in, your street, the market, on the farm, in your community. You can find employment at any place where there are people.”

- Explain to learners that in every situation where there is a human need, there may be an opportunity for employment. For example, there are self-employment possibilities when there is scarcity, shortage, or discomfort, such as when:
 - A community has a lot of mobile phones but there are not enough people charging phones or selling scratch cards.
 - Many men in an area need to have a haircut, but there is no barber shop.
 - There is a place where people will spend a lot of time, but where there is no food, water or bottled beverages nearby.
 - An area is infested with mosquitoes or roaches and there is no mosquito repellant, mosquito net, or roach spray for sale.

Step 3 5 Minutes

- Tell learners that “needs” are the strong desires that we have and for which we would like to have a services or products to meet the need. For instance, hunger is a need. Those who sell food help us to meet the need.
- Some kinds of need, for which people are willing to pay, or for which they will queue up or stand in line to get are called “demand.” Someone interested in self-employment will first look to see if there are any unmet demands in her or his community, and will try to figure out how to meet those demands, for pay.

Step 4 10 Minutes

- Divide learners into five groups.
- Ask each group to think of three needs that are in their community and for which people who have the needs are willing to pay. Ask if any of these needs are demands for which people will queue (wait in line) or will pay a lot of money.
- Let a member of each group come to share their three needs with the class.

Step 5 5 Minutes

- End the lesson by telling learners that because of the needs around us in our communities, opportunities for employment are available when the individual decides to take action.

Evaluation 5 Minutes

- Ask learners to list kinds of organizations in their community where

people work.

- Ask learners to mention some needs in their community that they believe can bring opportunity for employment, and to describe how they become aware of the needs.

Follow Up: (To be completed as a homework assignment).

- Ask learners to find situations in their community that can give an opportunity to provide goods or services that people can pay for. They should share what they find with their friends and relations.

MODULE A

Lesson 6: End of Module Assessment

Instructions:

- (1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on this module and that the test will be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an X in the blank space provided in the True column if the statement is TRUE, or in the False column if the statement is FALSE.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, collect their work for grading.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module A: Introduction to Work Readiness

No.	Statement	True	False
1	It is not important for a person to learn about employment and how to work to make money.		
2	A Work Readiness program helps to prepare a person for work.		
3	When a person cleans up a place or sweeps and gets money for doing this, it is not a form of employment.		
5	Everybody who is doing anything that is allowed by law and gets money through for doing it is employed.		
6	With a job you work for someone who pays you salary or wage. In self-employment you work for yourself.		
7	Anybody who likes to work can learn something to do to make money.		

- 8 One of the things Work Readiness teaches learners is the right way to interact with people in the place of work.
- 9 An office job is the only type of employment.
- 10 When we do any type of work to make money, it is employment.
11. A person who is determined can find something to do as work in communities around us.
- 12 It is only when a person has a job working for a government organization, non-governmental organization (NGO) or a business that the person is working.
- 13 Every situation that shows a need, in which people find themselves, may be an opportunity for employment.

MODULE B: Personal Leadership and Development

MODULE B

By the end of the module, learners will be prepared to:

- Determine the purposes of communicating at work
- Organize and relay work-related information to serve a purpose
- Use active listening skills
- Use verbal and non verbal communication effectively
- Use different strategies to negotiate
- Analyze and use appropriate strategies in solving conflict
- Cooperate with others and work as a team
- Accurately describe the role of leadership in the workplace
- Identify common traits that leaders share

Overview

Learning Objectives: The learner who successfully completes this module should be able to:

- Apply problem-solving and decision-making skills.
- Choose appropriate responses to conflict in varying situations.
- Set personal goals to achieve.
- Work as a team member, cooperating with different personalities within a group.

Links With Other Modules: Career Planning (Work Readiness Content Area), Work Attitudes and Conduct (Work Readiness Content Area), Entrepreneurship (Work Readiness Content Area), Wage Employment vs Self Employment (Work Readiness Content Area).

Estimated Length of Module: 18 Lessons and 2 evaluation sessions - 45 minutes for each lesson

List of Numbered Lesson Titles:

LESSON	MODULE B LESSON TITLES
7	Background on Leadership
8	What Is Leadership? (Part 1)
9	What Is Leadership? (Part 2)
10	Introduction to Leadership
11	Who Am I in the Workplace?
12	Your Personal Values and Employment
13	Goal-Setting (Part 1)
14	Goal-Setting (Part 2)
15	Leadership Qualities in the Workplace
16	Mid Module Assessment
17	Problem-Solving and Decision-Making (Part 1)
18	Problem-Solving and Decision-Making (Part 2)
19	Dealing with Conflict Part 1(Definition & Identification of Conflicts)
20	Dealing with Conflict Part 2 (Approaches In Dealing with Conflicts)
21	Communication (Part 1)
22	Communication (Part 2)
23	Teamwork
24	End of Module Assessment

Background Information:

- Developing leadership skills is an important part of becoming successful in your career. In any career in Liberia, it is important to understand how to work with others and how to make decisions that will benefit you as well as colleagues. Being a leader depends on taking a good look at yourself and your best qualities. A leader knows how to work under pressure and can handle difficult situations. In this module, learners will be able to develop problem solving skills and different ways for communicating and dealing with conflict. Developing leadership qualities will allow you to grow in the workplace environment.

Evaluation:

- Evaluations should be conducted at the end of class. Evaluations should be short and are done so that the facilitator can find out at the end of class if the learners understood the lesson. This module will help teachers evaluate how well learners build skills related to leadership, communication, dealing with conflict and teamwork.

MODULE B

Lesson 7: Background on Leadership

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify important leadership skills for the workplace.

Preparation and Materials:

- Chalkboard
- Chalk
- The Story- “Fatu and Saah”, Chapter 2

Background Information:

- Developing leadership skills is an important part of becoming successful in your career. In any career in Liberia, it is important to understand how to work with others and how to make decisions that will benefit you as well as colleagues. Being a leader depends on taking a good look at yourself and your best qualities. A leader knows how to work under pressure and can handle difficult situations. In this module, learners will be able to develop problem solving skills and different ways for communicating and dealing with conflict. Developing leadership qualities will allow you to grow in the workplace environment. Personal leadership and development is an important skill for Liberian youth and adults to enter the world of work.

Activities:

Step 1 10 Minutes

- Introduce the module to learners.
- Tell learners that what they will learn from this module include how to:
 - Determine the purposes of communicating at work.
 - Organize and relay work-related information to serve a purpose.
 - Use active listening skills.
 - Use verbal and non-verbal communication effectively.
 - Use different strategies to negotiate.
 - Analyze and use appropriate strategies in solving conflict.
 - Cooperate with others and work as a team.
 - Understand the role of leadership in the workplace.
- Tell learners that all of them are expected to participate fully in all the lessons.

Step 2 10 Minutes

- Read the following excerpts of “Fatu and Saah” chapter 2 to the learners.

SAAH AND THE CHICKENS

Part 1

Saah arrived in Gbarnga in the evening. Mr. Ben had just come back from work and was waiting to receive Saah because Mr. Kaba had sent a message to him that Saah would be coming to him in Gbarnga.

Mr. Ben introduced Saah to the other two people that lived with him. The boy was called Tamba and the girl was Garmai. They were both happy to see Saah. Tamba took Saah’s bag to the room that was prepared for him. To make Saah feel welcome, Mr. Ben gave Saah a good meal. The food was “fufu and soup.”

Part 2

Mr. Ben had a small chicken farm where his chickens produced eggs that he sold to earn more money. Saah was taken to the poultry and he started work the next day.

Every morning, Saah gathered the eggs, counted how many they were, and gave them to Tamba who sold them to the customers.

At the end of each day, Tamba counted and wrote down how many eggs Saah gave him, and how much money he sold them for. He would

count the money and give it to Mr. Ben. After Mr. Ben has seen that the money was correct, he would take the money to the bank the next day. Garmai had the job of keeping records of the feeds the chickens eat and how much is spent to buy the feed.

Three weeks later, Mr Ben travelled to Monrovia for a meeting and he planned to come back on the same day.

In the evening Mr. Ben did not return from Monrovia. Saah and the others knew that Mr. Ben was not coming back as he did not like to travel at night.

Saah thought about how to feed the chickens the following day. He went to the store to check if there was feed for the chickens.

Saah observed that the chicken feed would only last for a day and he thought to himself and said, "What would happen to the chickens if Mr. Ben does not come back tomorrow?"

He called Tamba and said, "We don't have enough to feed the chickens after tomorrow. What should we do?"

Part 3

Saah held his head in his hands. "Oh my God, we are in trouble. If these chickens are not fed, they will begin to die. If they begin to die, there will be no eggs. If there are no eggs, there will be nothing to sell. And if we don't sell, there will be no money. If there is no money, we will not have food and without food, we will die like the chickens."

"Tamba, what shall we do? These chickens must not die!" Saah exclaimed.

"I don't know" replied Tamba. "In fact I am thinking of running away from the house because I am afraid of what Mr. Ben will do when he comes."

"No, running away is not the right thing to do. Let us think of what we can do. Mr. Ben believes that we are good boys and that is why he trusts us and left the poultry with us," Saah said.

Part 4

Saah said, "Now look, I think I have an idea of what we will do. We will share the remaining eggs and go out to sell. That is better than running away.

From what we sell, we will take some money and buy enough feed so

that the chickens can eat until Mr. Ben returns.”

Saah counted all the eggs and saw that they had twelve crates of eggs. He divided this into parts. He carried four crates, gave Tamba four crates, and called Garmai, “You wait at home with the remaining four trays of eggs to sell to anyone who may come asking for eggs.” So Saah and Tamba went out to sell.

At about 2:00 pm, Saah remembered that it was time to feed the chickens.

By this time, he had sold only one tray out of his four trays. The money he collected for the one tray was 600 Liberian dollars. With the money in his hand, he returned home.

Garmai also sold one tray of eggs and had the money with her. When they added the money, it amounted to \$1,200.00 Liberian dollars. “We should buy one bag of chicken feed with this money,” Saah said.

They took out 900 Liberian dollars and gave it to Garmai to buy feed for the chickens.

As Garmai left to buy the feed, Saah ran to the store, brought out the small bag of feed remaining, and went to feed the chickens. As he was doing this, he sang to the chickens: “*Don’t worry, about a thing, every little thing’s gonna be alright...*”

But Mr. Ben had arrived and was standing behind Saah.

Part 5

Mr. Ben was angry with Tamba, he said, “You went out with four trays of eggs and did not sell any. You have shown again that you are an unserious young man.” Tamba just stood there looking down with his hands at his back. Mr. Ben turned to Saah again and said, “Saah you have really done well, I will try to help you become a successful young man.”

Step 3 10 Minutes

- Call one learner to retell the story.

Step 4 5 Minutes

- Ask three learners to tell the class some things they have learned about leadership from the story.

Step 5**5 Minutes**

- Wrap up the class and use the story to set the mind of learners on what they shall learn in this module.
- Tell learners that what they will learn from this module include how to:
 - Determine the purposes of communicating at work.
 - Organize and relay work-related information to serve a purpose.
 - Use active listening skills.
 - Use verbal and non verbal communication effectively.
 - Use different strategies to negotiate.
 - Analyze and use appropriate strategies in solving conflict.
 - Cooperate with others and work as a team.
 - Understand the role of leadership in the workplace.

Make sure you explain these terms in Liberian dialect of English so that they understand the meaning of each objective.

- Tell learners that all of them are expected to participate fully in all the lessons.

Evaluation**5 Minutes**

- Ask 5 learners to come up and tell the class why they think it is important to learn about leadership.

Follow Up: (To be completed as a homework assignment).

- Let learners go back home and tell the story to their friends and relations.
- They should share with them what they learned from the story in class asking them to share their own views too.

MODULE B

Lesson 8: What is Leadership? (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Discuss what leadership is.
- Explain the role of a leader at the work place.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- The President of Liberia is the leader of the nation of Liberia. This means that the President is willing to answer to any question that may come up about the nation of Liberia. In the same way, the school principal who is the leader of a school or the manager who is the leader of a company occupies a position to which others will look for answers to all problems in the organization.
- Leadership is a way of getting people to do something. A leader influences, supports or encourages people around him/her to do certain things that are to be done. Not all leaders are good, some leaders are bad, but people can learn to be good leaders.
- The roles of a leader at the work place include:
 - Knowing what is to be done.
 - Accepting responsibility for what is done.
 - Influencing others to do things.
 - Supporting people who work with him/her at the work place.
 - Encouraging colleagues or followers.

Activities:

Step 1 15 Minutes

- Tell learners that leadership is a behavior where an individual is able to influence, support or encourage people around him/her to do certain things that are to be done.
- Explain to learners the roles of a leader include:
 - Knowing what is to be done.
 - Accepting responsibility for what is done.
 - Influencing others to do things.
 - Supporting people who work with him/her at the work place.

Step 2 15 Minutes

- Let learners form 4 groups.
- Let each of the groups take one of the roles of a leader and discuss it.
- Let each group arrange a role play about the role it was given to discuss and then present it to the class.

Step 3 10 Minutes

- Round up by explaining to learners that an individual can be a good leader in the work place if he/she keeps practicing these roles.

Evaluation 5 Minutes

- Ask learners to call out the roles of a leader.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Let learners identify some leaders in their communities and discuss with their friends how well these leaders perform their role.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE B

Lesson 9: What Is Leadership? (Part 2)

Estimated length of lesson: 45 minutes

Lesson Learning Objectives:

- To demonstrate understanding of the role of leadership through debate.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- The roles of a leader at the work place include:
 - Knowing what is to be done.
 - Accepting responsibility for what is done.
 - Influencing others to do things.
 - Supporting people who work with him/her at the work place.
 - Encouraging colleagues or followers.
- Many times people do not examine the performance of their leaders with consideration to the roles they are expected to perform. Because of this, many individuals also want to be leaders without thinking that it is important for them to be able to perform these roles.
- Therefore for any individual to be a good leader, such a person must be able to know what roles are expected of leaders and know when a leader is performing well or not in these roles.

Learning Points or Key Messages:

- To be a good leader, one must know what is expected of a good leader.

Activities:

Step 1 5 Minutes

- Do a revision of the roles of a leader with learners. These roles include:
 - Knowing what is to be done.
 - Accepting responsibility for what is done.
 - Influencing others to do things.
 - Supporting people who work with him/her at the work place.
 - Encouraging colleagues or followers.

Step 2 5 Minutes

- Ask learners if they identified some leaders in their community as required by yesterday's follow up. Take note of how many of them did.
- Tell learners that in this lesson, we shall be debating on leadership roles.

Step 3 5 Minutes

- Let learners form 6 groups.
- Tell them that 3 groups will talk about good leaders they have seen and the other 3 groups will talk about bad leaders they have seen.
- Tell them that for the groups that want to talk on good leadership, the topic is **"My community leader is a good leader"** and for groups that want to talk on bad leadership, the topic is **"My community leader is a bad leader."**
- Each group should have one speaker present back to the class what their community leader is doing which makes them a good or bad leader.

Step 4 10 Minutes

- Let the group go into planning their debate.

Step 5 15 Minutes

- Call a representative of each group to present their talk. First call on groups that want to talk about good leadership, then the groups that want to talk about bad leadership. Each group will talk for two minutes.
- Round up by telling learners that a good or bad leader can be determined by the extent to which an individual performs his/her roles as a leader.
- Tell learners that in the next lesson they shall learn about the skills one needs to have, in order to perform the roles of a leader well.

Evaluation 5 Minutes

- Ask learners what leadership roles they perform well now and which one they need to learn about if they want to be good leaders.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Let learners form a pair and tell each other about the roles of a leader.

MODULE B

Lesson 10: Introduction to Leadership Skills

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify important leadership skills for the workplace.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Personal leadership and development is an important skill for Liberian youth and adults to enter the world of work.
- Leadership skills are useful in many situations and can be used throughout all ages and phases of life. In the workplace, leadership skills can help you gain the respect of supervisors, co-workers and those you supervise now or in the future. To develop leadership skills requires practice and awareness of the qualities you already hold inside of you. Everyone has their own special qualities that will help them to become leaders. Each person must look inside themselves and do their own reflection on these qualities. Some of the leadership skills in the workplace are as follows:
 - Understanding his/her own needs and characteristics.
 - Understanding the needs and characteristics of each member of the group.
 - Creating trust and building confidence among group members.
 - Using the knowledge and skills of group members to get a job done.
 - Understanding the purpose and resources of your organization.
 - Paying attention and listening carefully.
 - Making notes and sketches.
 - Asking questions and repeating your understanding of what was said.
 - Being sure others are listening before you speak.
 - Speaking slowly and clearly.
 - Asking those receiving information to take notes.
 - Having the listeners repeat their understanding of what was said.
 - Encouraging questions.
 - Considering the task and objectives: What do you want to accomplish?
 - Knowing what is happening and the attitude of the group.
 - Pitching in and helping when necessary.
 - Keeping the group together.
 - Offering leadership opportunities to group members and teaching them the skills they need.

Learning Points or Key Messages:

- Leadership skills are important to be successful at work.
- A person can develop specific skills that can make him/her a good leader.

Activities:**Step 1 5 Minutes**

- Review previous lessons by asking learners to recall the definition of leadership and the role of a leader.
- Tell learners that in this lesson they will identify important leadership skills for the job place.

Step 2 10 Minutes

- Explain to learners what leadership skills are. These include:
 - Ability to communicate to their followers
 - Ability to motivate their followers
 - Ability to influence others
 - Ability to inspire others
 - Ability to create a team
 - Ability to initiate
 - Ability to use authority responsibly

Step 3 5 Minutes

- Read story to the class.

Saah said, “Now look, I think I have an idea of what we will do. We will share the remaining eggs and go out to sell. That is better than running away.

From what we sell, we will take some money and buy enough feed so that the chickens can eat until Mr. Ben returns.”

Saah counted all the eggs and saw that they had twelve crates of eggs. He divided this into parts. He carried four crates, gave Tamba four crates, and called Garmai, “You wait at home with the remaining four trays of eggs to sell to anyone who may come asking for eggs.” So Saah and Tamba went out to sell.

Step 4 15 Minutes

- Ask the learners to gather into small groups of 4 and discuss the leadership skills that they could identify in that story.

Step 5 15 Minutes

- Ask a member of each group to come out and explain to the class the skills that the group has identified. Add more information from the Background Information section if necessary.
- While the learners are still in groups explain to them the following aspects of leadership.
 - Communicating with others.
 - Motivating others.
 - Influencing others.
 - Taking initiative.
 - Using authority responsibly.
- Give each group a different skill and ask them to find an example in the story about Saah.

Evaluation 5 Minutes

- Ask learners to say what leadership skills they would like to gain in order to perform well in the workplace.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- In order to get learners to start thinking about leadership in the work environment, prompt the learners to reflect on the following question: *“Why is leadership important in a work place?”*

MODULE B

Lesson 11: Who Am I in the Workplace?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific personal values
- Identify personal strengths and weaknesses
- Identify awareness of personal qualities and skills

Preparation and Materials:

- Chalkboard
- Chalk
- Read Module B Lessons in Life Skills Manual

Background Information:

- To be the best person you can be, you need to develop personal leadership by taking responsibility for your life so as to discover and realize your potentials. To make positive impact at your work place, you need to know your special talents and abilities and put them to use. People who practice personal leadership carry out the following kinds of actions:
 1. Identifying and living by their personal values and principles- Knowing the good things about themselves (personal values) and living by them.
 2. Setting personal goals to achieve what matters to them.
 3. Responding to situations in the workplace proactively – Doing the right thing in the work place, without anyone telling them.
 4. Keeping promises and commitments made to colleagues and supervisors.
 5. Seeing opportunities and solutions even when things are difficult and there are problems at the work place.
 6. Seeking ways to use their talents in the work environment.
 7. When you take responsibility for leading yourself throughout your life and career, at the end of your life you can truly say you have done the best you could and you have made a difference to others all along the way.

Values:

- Values are the ideas or principles that people believe to be important to them and on which they base their behaviors. When we are clear about what values we hold most dear, we can lead our behavior based on our values. When things are hard, we look at what is most important to us and we use them to choose what we do. Values can be good or bad. For example, a gang of thieves might share the value of robbing a market to get products they can re-sell on the street. This is a bad value (negative value).

Examples of Values, Beliefs and Desirable Qualities

<input type="checkbox"/> acceptance	<input type="checkbox"/> determination	<input type="checkbox"/> inspiration	<input type="checkbox"/> resourcefulness
<input type="checkbox"/> accomplishment	<input type="checkbox"/> devotion	<input type="checkbox"/> intellectual	<input type="checkbox"/> respect
<input type="checkbox"/> accountability	<input type="checkbox"/> dignity	<input type="checkbox"/> intelligence	<input type="checkbox"/> respectfulness
<input type="checkbox"/> activeness	<input type="checkbox"/> direction	<input type="checkbox"/> intensity	<input type="checkbox"/> responsibility
<input type="checkbox"/> admiration	<input type="checkbox"/> dominance	<input type="checkbox"/> intuitiveness	<input type="checkbox"/> responsiveness
<input type="checkbox"/> adventure	<input type="checkbox"/> drive	<input type="checkbox"/> inventiveness	<input type="checkbox"/> risk
<input type="checkbox"/> aggressiveness	<input type="checkbox"/> effectiveness	<input type="checkbox"/> investment	<input type="checkbox"/> saving
<input type="checkbox"/> agreeability	<input type="checkbox"/> efficiency	<input type="checkbox"/> involvement	<input type="checkbox"/> savvy
<input type="checkbox"/> alertness	<input type="checkbox"/> emotion	<input type="checkbox"/> justice	<input type="checkbox"/> security
<input type="checkbox"/> ambitiousness	<input type="checkbox"/> empathy	<input type="checkbox"/> kindness	<input type="checkbox"/> self-assurance
<input type="checkbox"/> amicability	<input type="checkbox"/> empowerment	<input type="checkbox"/> knowledge	<input type="checkbox"/> self-awareness
<input type="checkbox"/> appreciation	<input type="checkbox"/> endurance	<input type="checkbox"/> laughter	<input type="checkbox"/> self-discipline
<input type="checkbox"/> approachableness	<input type="checkbox"/> energy	<input type="checkbox"/> learning	<input type="checkbox"/> selflessness
<input type="checkbox"/> articulation	<input type="checkbox"/> enterprise	<input type="checkbox"/> likeability	<input type="checkbox"/> self-regulation
<input type="checkbox"/> artfulness	<input type="checkbox"/> enthusiasm	<input type="checkbox"/> linear/alignment	<input type="checkbox"/> sensitivity
<input type="checkbox"/> assertiveness	<input type="checkbox"/> equality	<input type="checkbox"/> logic	<input type="checkbox"/> seriousness
<input type="checkbox"/> attentiveness	<input type="checkbox"/> ethics	<input type="checkbox"/> love	<input type="checkbox"/> service
<input type="checkbox"/> benevolence	<input type="checkbox"/> evolution	<input type="checkbox"/> loyalty	<input type="checkbox"/> sharpness
<input type="checkbox"/> boldness	<input type="checkbox"/> excitement	<input type="checkbox"/> maturity	<input type="checkbox"/> sharing
<input type="checkbox"/> brightness	<input type="checkbox"/> expertise	<input type="checkbox"/> morality	<input type="checkbox"/> skillfulness
<input type="checkbox"/> capability	<input type="checkbox"/> expressiveness	<input type="checkbox"/> motivation	<input type="checkbox"/> socializing
<input type="checkbox"/> care	<input type="checkbox"/> fairness	<input type="checkbox"/> niceness	<input type="checkbox"/> spontaneity
<input type="checkbox"/> caring	<input type="checkbox"/> fantasy	<input type="checkbox"/> nobility	<input type="checkbox"/> stability
<input type="checkbox"/> cautiousness	<input type="checkbox"/> faithfulness	<input type="checkbox"/> obedience	<input type="checkbox"/> steadfastness
<input type="checkbox"/> challenge	<input type="checkbox"/> fervency	<input type="checkbox"/> openness	<input type="checkbox"/> strategy
<input type="checkbox"/> charity	<input type="checkbox"/> firmness	<input type="checkbox"/> optimism	<input type="checkbox"/> strength
<input type="checkbox"/> charisma	<input type="checkbox"/> flexibility	<input type="checkbox"/> organized	<input type="checkbox"/> structure
<input type="checkbox"/> cleverness	<input type="checkbox"/> focus	<input type="checkbox"/> originality	<input type="checkbox"/> support
<input type="checkbox"/> comfort	<input type="checkbox"/> foresight	<input type="checkbox"/> passion	<input type="checkbox"/> sympathy
<input type="checkbox"/> commitment	<input type="checkbox"/> friendliness	<input type="checkbox"/> patience	<input type="checkbox"/> tact
<input type="checkbox"/> communication	<input type="checkbox"/> friendship	<input type="checkbox"/> persistence	<input type="checkbox"/> talent
<input type="checkbox"/> compassion	<input type="checkbox"/> fun	<input type="checkbox"/> pleasantness	<input type="checkbox"/> tenacity
<input type="checkbox"/> competence	<input type="checkbox"/> giving	<input type="checkbox"/> poise	<input type="checkbox"/> support
<input type="checkbox"/> competitiveness	<input type="checkbox"/> goals	<input type="checkbox"/> politeness	<input type="checkbox"/> thoughtfulness
<input type="checkbox"/> comprehension	<input type="checkbox"/> good-humor	<input type="checkbox"/> positivity	<input type="checkbox"/> tolerance
<input type="checkbox"/> compulsiveness	<input type="checkbox"/> good-nature	<input type="checkbox"/> power	<input type="checkbox"/> toughness
<input type="checkbox"/> confidence	<input type="checkbox"/> enterprise	<input type="checkbox"/> practicality	<input type="checkbox"/> transparency
<input type="checkbox"/> conscientiousness	<input type="checkbox"/> growth	<input type="checkbox"/> preciseness	<input type="checkbox"/> truth
<input type="checkbox"/> consideration	<input type="checkbox"/> helpfulness	<input type="checkbox"/> process	<input type="checkbox"/> trust
<input type="checkbox"/> constancy	<input type="checkbox"/> holistic thinking	<input type="checkbox"/> proficiency	<input type="checkbox"/> trustworthiness
<input type="checkbox"/> construction	<input type="checkbox"/> Honesty	<input type="checkbox"/> purposefulness	<input type="checkbox"/> uniqueness
<input type="checkbox"/> control	<input type="checkbox"/> honor	<input type="checkbox"/> quickness	<input type="checkbox"/> unselfishness
<input type="checkbox"/> conviction	<input type="checkbox"/> humility	<input type="checkbox"/> quick-wittedness	<input type="checkbox"/> value
<input type="checkbox"/> cooperation	<input type="checkbox"/> humor	<input type="checkbox"/> rationality	<input type="checkbox"/> vigilance
<input type="checkbox"/> cordiality	<input type="checkbox"/> imagination	<input type="checkbox"/> realism	<input type="checkbox"/> virtue

<input type="checkbox"/> courage	<input type="checkbox"/> impulsiveness	<input type="checkbox"/> receptiveness	<input type="checkbox"/> vision
<input type="checkbox"/> creativity	<input type="checkbox"/> independence	<input type="checkbox"/> relationship	<input type="checkbox"/> manner
<input type="checkbox"/> curiosity	<input type="checkbox"/> influence	<input type="checkbox"/> reliability	<input type="checkbox"/> wisdom
<input type="checkbox"/> decisiveness	<input type="checkbox"/> ingeniousness	<input type="checkbox"/> resilience	<input type="checkbox"/> wit
<input type="checkbox"/> dedication	<input type="checkbox"/> inquisitiveness	<input type="checkbox"/> resolve	<input type="checkbox"/> worthiness

Learning Points or Key Messages:

- Values are ideas or principles that people believe to be worthwhile.
- Everyone values different things.

Activities:

Step 1 15 Minutes

- Tell the learners that as a large group they will discuss their personal values and what this means.
- Definition: Values are personal beliefs and ideas about what is important to us.
- Explain the three aspects of values to learners.
 - **Belief about yourself:** Each of us has values that are found in us. These values are beliefs that we have about ourselves which make us feel the way we do about things.
 - **How we see the world:** For example, color – what color do you like? Red, yellow, green, blue. If red, what shade of red? This is different from one person to another (subjective). It is the same with our values. They are inside the individual and can be different from one person to another (internal and subjective).
 - **Influence of society and upbringing:** All human beings do not grow up in the same town, environment and not under the same type of instruction and training. So we all grow up to see life from the way we were brought up or as guided by what our various societies consider as right or wrong.

Step 2 15 Minutes

- Explain to learners that because of the differences in our life experiences, as seen through the 3 aspects of values explained above, individuals have different personal values and beliefs. These differences make us have different abilities and behaviors.
- Explain to learners that examples of personal values include:

<ul style="list-style-type: none">➤ Respect for others➤ Kindness➤ Self discipline➤ Seriousness➤ Loving➤ Loyal➤ Caring➤ Boldness➤ Maturity➤ Hardworking	<ul style="list-style-type: none">➤ Friendliness➤ Supportiveness➤ Humble➤ Creative➤ Honesty➤ Trust Worthy➤ Confident➤ Dependable
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Step 3 10 Minutes

- Have the learners gather into small groups of 4 or 5 and have each person think and identify of 5 personal values that he/she has.
- While still in the group let each person identify 5 of his/her personal values that could help in a work environment.
- Bring the learners back together in a large group.
- Call 5 learners to come and share their personal values that could help in a work environment.
- Ask the learners to explain their answers.
- If some learners have a hard time identifying values, use the list above as a resource. However, try to help them make their own list by giving them examples of personal values.

Evaluation 5 Minutes

- Ask the learners to come up with a definition of values. Ask the learners to identify two personal values. Assess to what extent the learners identified their skills and interests. This could be helpful in tracking the learner's abilities in personal development and leadership.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- Learners can create a personal list of skills they have and how they think this could help them in the future. These could be skills for the classroom as well as for work.

MODULE B

Lesson 12: Your Personal Values and Employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain the relationship between personal values and employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- When a person is working, either for himself or for others, what makes him good or bad at his work are his/her personal values. In many cases you find drivers who are not honest or doctors who are not caring or an employee who is lazy. Sometimes you can find a car mechanic who is patient with customers, a restaurant owner who is friendly with customers or an employee who is hardworking.
- These values play a very important role in what we get from employment, either we get a job and get increase in pay or we are not able to do well at job interviews and so cannot get a job.
- Some of our values could actually be the required skill that we need for our employment. For instance a person that has the value of being loyal can do well as a personal assistant to an employer because employers like to have personal assistants that will be loyal to them. Equally so a person that has the value of being friendly can do well as a sales man.
- Individuals must know which values they are strong in and try to make use of them for their employment. In this lesson we shall be looking at how our values and the skills we have can help us at the work place.

Activities:

Step 1 10 Minutes

- Revise the last lesson with learners by reminding them that personal values are what people believe to be important to them or worthwhile and on which they base their behaviors. They are that which is important to us—the worth or priority we place on people, things, ideas, or principles.
- Explain to learners that some of our values are skills that could be useful at the work place.
- Give example of the salesman who has to be friendly, a doctor who has to be patient with a sick person, a soldier who has to be bold, or a tailor who has to be creative.

Step 2 5 Minutes

- Explain to learners that different individuals are strong in some areas of values, talents and abilities and weak in others.
- Explain that this is why individuals should find what type of employment that requires the values, talent or abilities in which they are strong.

Step 3 20 Minutes

- Divide learners into 5 groups.
- Tell each group to choose any type of job/employment and identify the values, talents or abilities that can make a person do well in the identified job/employment.
- Let each group present their findings to the class.

Step 4 5 Minutes

- Wrap up and explain to learners that while individuals should identify the value areas where they are strong, they should also identify the areas where they are weak and need improvement.

Evaluation 5 Minutes

- Ask learners to give examples of values that can help looking for a job or values that are useful when you want to do business for yourself.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask learners to identify the value areas where they are weak and discuss with their friends and relatives how they can improve in the area.

MODULE B

Lesson 13: Goal Setting (Part1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define a goal.
- Explain the difference between a wish and a goal.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Goal setting is important to any individual. It allows a person to achieve whatever he/she desires. By thinking of the exact goals you plan to achieve, you will be able to arrange the things that are most important to you (priorities) and encourage yourself to work towards achieving the goals you have set.
- Goal setting in broad terms is the practice of deciding on something you want, planning how to get it and then working towards the objective.
- Goal setting is not wishing or dreaming. It is something that is gradually worked towards. Goal setting is a practice.

Learning Points or Key Messages:

- A goal is an idea or plan set in the future that you want to accomplish or achieve.
- A wish is different from a goal. A wish is something you want but do not work towards achieving.

Activities:

Step 1 5 Minutes

- Review the past lesson and introduce this lesson by telling learners what they will learn according to the learning points.

Step 2 15 Minutes

- Ask the learners to close their eyes and imagine their life in one year. Give the class about 1 minute to do this.
- Ask the learners to then imagine their lives in 5 years while their eyes are

still shut. Give them 1 more minute.

- Ask the learners to open their eyes then ask a volunteer to share what they imagined.
- Explain that where/what they imagine themselves to be is their goal. Using examples given by learners, explain that a goal is an idea or plan set in the future that you want to get or achieve. It is different from a wish. A wish is also an idea of something you want but do not work towards achieving.
- Explain to the learners that goal setting is the practice of deciding on something you want, planning how to get it, and then working towards it.
- Read the story to learners.

Saah said, "Now look, I think I have an idea of what we will do. We will share the remaining eggs and go out to sell. That is better than running away.

From what we sell, we will take some money and buy enough feed so that the chickens can eat until Mr. Ben returns."

- Divide learners into 5 groups.
- Ask learners to identify the goal that Saah set in the story and identify the reason why he set the goal. Help with answer that *–the goal was to get money to buy feed for the chickens. The reason is that he did not want the chickens to die because of lack of food.*

Step 3 5 Minutes

- Have each learner think individually for a minute of two goals that they have.
- If poster paper is available write down the goals from a few learners. Post these around the classroom.

Step 4 5 Minutes

- Conclude by recalling what a goal is and what a wish is.

Evaluation 5 Minutes

- Ask learners to identify the difference between a wish and a goal. *Answer: a goal is a plan you work to achieve, a wish is a plan you do not work to*

achieve.

- Let learners come out to explain to the class some situations that show a wish and some that show a goal.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask each learner to identify a need in their lives and set a short –term goal. They should discuss the need and the goal with their friends and relations.

MODULE B

Lesson 14: Goal Setting (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the difference between long term and short term goals
- Identify two specific long term goals that relate to work

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- The importance of setting long and short term goals
- There are two types of goals: short term goals and long term goals. Reaching a goal is a challenge and your journey follows the path you choose to attain that goal. Setting and reaching goals is a sequence of steps:
 - Decide what your goal is.
 - Design a step-by-step method to reach your goal.
 - Decide to follow the method and then act on each step.

Long-Term Goals

- A long-term goal is your planned position in life at least 10 years and above. An important part of reaching it is setting short-term goals. A long-term goal defines your target, but unfortunately, it is not a map showing the way to reach it. You need to know the way; therefore, it is important to break your long-term goal down into short-term goals.
- Occasionally, it is good to review your long-term goal to see if it needs to be reworked.
- An example of a long term goal includes owning a car in five years. Your thinking about where you see yourself and what you want to achieve can more easily help you plan for your future, your jobs and your career.
- Long term goals help you to plan for what is important for your future. They are useful for plans that are not immediate.

Short-Term Goals

- Short- term goals are goals you want to reach in a year or less, and are exact steps to reach your long-term goal. For example, if becoming a professional carpenter is your long-term goal, you may realize that to reach it you need to be an apprentice first. A short-term goal might be enrolling in a skills training center.

- You should also review short-term goals on a periodic basis, making sure they are leading you toward your long-term goal. The more you concentrate on short-term goals, the more likely you are to reach your long-term goal.
- Short term goals are useful for planning what you will do in the near and immediate future. Examples of short term goals include saving 100LD over a period of five days for a pair of shoes or saving 500 dollars over a period of three months to travel out of Monrovia.

Learning Points or Key Messages:

- A short term goal is a plan you intend on achieving in the immediate future or very soon.
- A long term goal is a plan you intend to achieve far in the future like 5 or 10 years.
- Short term goals and long term goals are both important for achieving life and work objectives.

Activities:

Step 1 5-10 Minutes

- Review and introduce lesson. Ask learners to explain what goals and wishes are and tell the difference between the two.
- Tell learners that this lesson is a continuation of the previous one and that they will be looking at types of goals.
- Ask the learners in their pairs to think about two long term goals that they have which relate to the work they want to do. This can be for a job they already have or a job they want. Remember that long term goals may be 5 - 10 years or more into the future.
- Call on a couple of learners to give their examples. The facilitator can also come up with their long term goals to share with the class.

Step 2 20 Minutes

- Tell learner that there are two types of goals. One is a short term goal and the other is a long term goal.
- Ask the learners if they know the difference between a long term goal and a short term goal. Call on different learners to try and answer the question. Give the learners the definition of each as stated in the background for this lesson.
- Ask the learners to get into pairs and come up with two long term goals and two short term goals that they have in life. This can be anything they like

there are no wrong answers.

Step 3 10 Minutes

- Have the learners get into groups and let each group discuss these questions:
 - Why should people have long term goals?
 - How can long term goals help in finding a job or a career?
- Let each group share their discussion with the class.
- Summarize by recalling why it is important to have long terms goals and saying how it helps in finding a job or a career.
- Steps to achieving a long term goal include:
 - Decide your career goal for example, a job or self-employment, or a particular employment activity.
 - Design or plan a step-by-step method to get the type of job or employment. What you need to do one after the other.
 - Undertake to follow the method-taking actions on the set plan.
 - React to each step - take a look at what you are doing and change your actions if necessary.
- Tell learners that by thinking on the exact goals you plan to achieve, you will be able to arrange the things that are most important to you (priorities) and encourage yourself to work towards achieving the goals you have set.
- Ask learners if anyone of them had a goal before that he or she achieved.

Evaluation 5 Minutes

- Here is a list of 5 goals that you will read to learners. Ask learners to clap once if the goal you read is a short term goal and clap twice if the goal is a long term goal.

List of goals:

- Washing your clothes tomorrow.
- Saving 100 LD for use by the weekend.
- Go to find information on job opportunity.
- Getting married in 2 years time.
- Setting up your own barbing salon next year.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to come up with a short 5 year work plan with three goals. If they can write have them write the goals on a piece of poster paper. If the learners cannot write have them draw pictures of their three goals. Have the learners present this information to the class.

MODULE B

Lesson 15: Leadership Qualities in the Workplace

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific leadership qualities that can be helpful in the workplace.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- There are many personal qualities that can help people be effective leaders in the workplace. We do not all have the same qualities, but people can develop qualities they do not have overtime if they keep practicing and put their mind to it. Below are some leadership qualities that can help people to be leaders in the workplace.
- Learn to be goal oriented: Good leaders focus on the solution and not on the problem.
- Learn to take responsibility: Good leaders will accept when they make mistakes. They know that they are not perfect human beings; they don't start blaming others when things go wrong.
- Learn to be team-oriented: Good leaders share rewards and success with their workers, they do not take all of the glory and praise from others but instead share it.

Learning Points or Key Messages:

- Everyone can develop good leadership qualities with practice.
- Specific leadership qualities include being goal oriented, taking responsibility well and being team oriented.

Activities:

Step 1 10 Minutes

- Ask the learners to think of a favorite facilitator they have had, or supervisor or someone in their life that they have looked up to. Ask them why they looked up to that person? What kind of personal qualities did those people have? Take two or three answers. *Possible answers, they were friendly, nice, kind, smart.*
- Tell the learners that we all have qualities that make us special. Tell the

learners that to be a good leader means that you will be someone that others look up to.

Step 2 20 Minutes

- Share some of the examples of qualities of good leaders from the Background Information section above.
- Ask the learners to sit in pairs and think about 2 qualities they think they have that can make them good leaders.
- Call on two or three learners to share their responses.
- Ask the learners in their pairs to think about one quality they want to have and how it would help them in the workplace.
- Ask a couple of learners to share their responses.
- Tell the learners that everyone can develop their personal qualities. It makes us better workers and better people.

Evaluation 5 Minutes

- Ask the learners to give an example of a good quality that a leader has in the workplace.

Possible answers can include being goal oriented, team oriented and responsible.

Follow Up: (To be completed as a homework assignment).

- Ask the learners to do some homework. Ask the learners to find someone in their community that they admire and that they find to be a good leader. Ask that person to name a good leadership quality they have been told they have. Report the information back to the class the next day. (Learners can interview family members too if they admire them).

Module B

Lesson 16: Mid-Module Assessment

Instructions:

During this session, you will check learners' understanding of what has been taught so far in this module. This assessment is not graded. The purpose is to help you and the learners know how well they understand what they were taught.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module B: Personal Leadership and Development

No.	Statement	True	False
1	A good leader must know what is to be done and find a way to do it well.		
2	A good leader can talk to his or her followers in any way, good or bad.		
3	Different people have some parts of their lives where they are strong and some where they are weak.		
4	Short term goals and long term goals are both important for achieving our desires for life and work.		
5	All leaders are good, there are no bad leaders.		
6.	In the workplace, having the right leadership skills can help you gain the respect of supervisors and co-workers.		

7	Our values are beliefs that we have about ourselves which makes us feel the the way we do about things.		
8	A wish is an idea of something you want but do not work towards achieving.		

MODULE B

Lesson 17: Problem Solving and Decision Making (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain the steps involved in problem-solving.
- Identify different approaches one can use in decision making.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- People make decisions every day to solve problems that affect their lives. The problems may be as simple as what type of food to buy for the week or as important as choosing a new job. It takes time and resources to make a decision, so it is important to know how to make good decisions. There are six steps in problem solving which include the following:
 1. Identify the problem.
 2. Gather information.
 3. Consider and compare options.
 4. Select the best option.
 5. Make a plan.
 6. Review the decision.

1. Show or point out the problem (Identify the Problem).

- What exactly is it that you need to make a decision about and why? Sometimes this may seem simple, but remember that if you identify the wrong problem, even if you make the right decision, you may not be satisfied with the results. For example, if you define a problem this way: *"I need money now to pay for my child's school fees"* you may still have the problem of paying school fees again. You may need to define the problem in another way, for example: *"I need money now for school fees and I also need to have a higher (and more regular) income. I also need to have a plan for carefully managing my money so I will always have enough money for school fees and for other basic needs."*
- What are the issues? In the above example, the issues are i) short-term and long-term needs, ii) plans for increasing income, iii) having a family budget or a spending plan and iv) where to get the money for school fees now.

2. Gather Information:

- What do you need to know to make the best choice?
- How do you feel about the issue?
- What could the consequences of your decision be?
- How will others feel and react to your decision?
- Who can you ask for help and advice?
- Where can you get information?

3. Consider and Compare the Options:

- What can you do? You may have more than 2 choices.
- Brainstorm as many options as possible.
- Which option reflects your personal values?
- Which option makes your life happy and uncomplicated?

4. Select the Best Option:

- Decide on 1-2 criteria for a good solution.
- Discuss the pros and cons and apply criteria to options and select the most realistic one.

5. Make a Plan:

- What do you need to carry out your decisions? Any help?
- Make a list of actions you will take.
- Be prepared for people to test you – what can you say or do when other people don't understand or don't like your decision?

6. Review the Decision:

- Are you happy with your decision?
- If you made a mistake, that's okay! It is very mature to admit when we make mistakes. It is okay to change your mind. What will you do now?

Learning Points or Key Messages:

- The six steps of problem solving are:
 1. Identify the problem.
 2. Gather information.
 3. Consider and compare the problem.
 4. Select the best option.
 5. Make a plan.
 6. Review the decision.
- You can look at problem solving as a six step process but it is not the only way to solve problems in a positive way.
- Each of these steps can help you to solve difficult situations or problems in the workplace.

Activities:

Step 1 5 Minutes

- Review the past lesson and introduce the content of the new lesson.

Step 2 15 Minutes

- Mention the 6 steps of problem solving and decision making to learners.
- Explain each of the 6 steps to learners.

Step 3 10 Minutes

- Tell learners that you are going to read a part of the Fatu and Saah story. Tell learners to listen because they will be asked to identify the steps for solving a problem in the story. Read the story aloud twice, slowly and clearly.

"In the evening Mr. Ben did not return from Monrovia. Saah and the others knew that Mr. Ben was not coming back as he did not like to travel at night.

Saah thought about how to feed the chickens the following day. He went to the store to check if there was feed for the chickens.

Saah observed that the chicken feed would only last for a day and he thought to himself and said, "What would happen to the chickens if Mr. Ben does not come back tomorrow?"

He called Tamba and said, "We don't have enough to feed the chickens after tomorrow. What should we do?"

- Ask learners if they can identify any of the steps for problem solving in the portion of the story read. Take a few responses and provide correct answer,

Note to facilitator: When learners have given their input the correct answer for the question is: Identifying the problem.

- Discuss the process of identifying the problem in the story.

Step 4 10 Minutes

- Say I am going to read another part of the Fatu and Saah story. Listen as I

read the story because you will be asked to identify the steps of solving a problem in this story.

- Read the story aloud twice, slowly and clearly.

Saah held his head in his hands. "Oh my God, we are in trouble. If these chickens are not fed, they will begin to die. If they begin to die, there will be no eggs. If there are no eggs, there will be nothing to sell. And if we don't sell, there will be no money. If there is no money, we will not have food and without food, we will die like the chickens."

"Tamba, what shall we do? These chickens must not die!" Saah exclaimed.

- Ask learners if they can identify any of the steps for problem solving in the portion of the story read. Take a few responses and provide correct answer. Discuss the process involved in the story.

Note to facilitator: *The correct answer is gathering information (brainstorming).*

Step 5 5 Minutes

- Conclude by recalling the 6 steps for problem solving and decision making and showing how it was applied in the parts of the Fatu and Saah story read.

Evaluation 5 Minutes

- Ask the learners to identify, name or list the different steps in the 6 step process they learned for problem solving. Have them say this out loud to the class.

Follow up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Have the learners each come up with an alternative method for dealing with problems. Have them think of a time when they had a problem that they handled well. Ask the learners to draw on that experience to come up with their own method of dealing with problems.

MODULE B

Lesson 18: Problem Solving and Decision Making (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify steps for decision making.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

Note: The last lesson introduced the 6 steps in problem solving. This lesson will look at the part of the 6 steps that have to do with decision making. Our background information is same as in the last lesson. It is repeated below.

- People make decisions every day to solve problems that affect their lives. The problems may be as simple as what type of food to buy for the week or as important as choosing a new job. It takes time and resources to make a decision, so it is important to know how to make good decisions. There are six steps in problem solving which include the following:
 1. Identify the problem.
 2. Gather information.
 3. Consider and compare options.
 4. Select the best option.
 5. Make a plan.
 6. Review the decision.

1. Show or Point Out the Problem (Identify the Problem):

- What exactly is it that you need to make a decision about, and why? Sometimes this may seem simple, but remember that if you identify the wrong problem, even if you make the right decision, you may not be satisfied with the results. For example, if you define a problem this way: *"I need money now to pay for my child's school fees"* you may still have the problem of paying school fees again. You may need to define the problem in another way, for example: *"I need money now for school fees and I also need to have a higher (and more regular) income. I also need to have a plan for carefully managing my money so I will always have enough money for school fees and for other basic needs."*
- What are the issues? In the above example, the issues are i) short-term and long-term needs, ii) plans for increasing income, iii) having a family budget or a spending plan and iv) where to get the money for school fees now.

2. Gather Information:

- What do you need to know to make the best choice?
- How do you feel about the issue?
- What could the consequences of your decision be?
- How will others feel and react to your decision?
- Who can you ask for help and advice?
- Where can you get information?

3. Consider and Compare the Options:

- What can you do? You may have more than 2 choices.
- Brainstorm as many options as possible.
- Which option reflects your personal values?
- Which option makes your life happy and uncomplicated?

4. Select the Best Option:

- Decide on 1-2 criteria for a good solution.
- Discuss the pros and cons and apply criteria to options and select the most realistic one.

5. Make a Plan:

- What do you need to carry out your decisions? Any help?
- Make a list of actions you will take.
- Be prepared for people to test you – what can you say or do when other people don't understand or don't like your decision?

6. Review the Decision:

- Are you happy with your decision?
- If you made a mistake, that's okay! It is very mature to admit when we make mistakes. It is okay to change your mind. What will you do now?

Learning Points or Key Messages:

- How to consider options in decision making.
- How to plan the right actions to affect decision making.

Activities:

Step 1 5 Minutes

- Remind learners that the last lesson introduced them to the 6 steps in problem solving.
- Ask learners to mention the 6 steps in problem solving. Take answers from learners. Help their answers by calling the 6 steps which are:
 - 1. Identify the problem.
 - 2. Gather information.
 - 3. Consider and compare options.
 - 4. Select the best option.
 - 5. Make a plan.
 - 6. Review the decision.
- Remind learners that the last class treated **Identifying the Problem**, and **Gathering Information**.
- Tell them that this lesson shall look at the other steps that have to do with **Decision Making**. These steps are:
 - Consider and compare options.
 - Select the best option.
 - Make a plan.
 - Review the decision.

Step 2 15 Minutes

- Read the following portion of the Fatu and Saah story (Chapter 6 Saah looks for a job) to learners two times.
- Tell them to listen carefully because they will have to identify decision making steps from the story.

Saah was not given a job.

Saah did not know what to do. For days, he kept thinking. "If I stay in Monrovia will I be able to get a job? Will I find money to take care of myself? If not, I live the life of a beggar."

He thought of going back to Gbarnga. But how would he explain to Mr. Ben, Alvin, Fatu and others that he had just wasted eight months of his life? He felt a sense of shame. Plus how would he get the money to go

there?

His thoughts swirled in circles for three days. On the third day, he came to a decision. It would be better to go back to Gbarnga. Maybe Mr. Ben would accept him back and show him the right way to go. But what if Mr. Ben had replaced him and hired someone else? Saah decided to take the risk.

He borrowed money from a friend. He promised to repay it. And he left for Gbarnga.

He arrived on a Friday evening. "Should I go back to Mr. Ben? Will he accept me? Is it too late at night?", he thought to himself. He decided to sleep at the parking station that night.

- Ask learners if they could identify the problem that Saah faced in the story. Take response from learners. *The correct answer is that Saah could not get the job after he attended the job interview and did not know if he should continue to stay in Monrovia or go back to Gbarnga.*
- Explain to learners that in decision making, one has to look at the options available and compare them.
- Ask learners if Saah tried to compare options. Take responses then ask them to identify the options that Saah considered.
- Show them answers from the story as below:
 - *"If he stayed in Monrovia he was not sure of the time he would get a job, or be able to get money to take care of himself. In that case, he could continue to be a beggar".*
 - *"He also thought of going back to Gbarnga. But how would he explain to Mr. Ben, Alvin, Fatu and others that he had just wasted 8 months? He thought in his mind. It is shameful he believed."*
 - *"He thought that it would be better to go back to Gbarnga because he believed that Mr. Ben would accept him back and show him the right way to go."*

Step 3

15 Minutes

- Explain to learners that when you are comparing options, what you are doing is to look at the good and the bad sides of each option.
- Explain to learners that the decision will be the choice of the option that is considered to have the greatest benefits.

- Ask learners what option did Saah consider to be the best option? Take responses, help them with the point that the option that Saah considered best was to go back to Gbarnga and meet Mr. Ben.
- Explain to learners that after decisions are made, one should think of the steps to take to act on the decision.
- Tell them that in the story, Saah took an action which was that: “--few days later, Saah left Monrovia and came back to Gbarnga.”

Step 4 5 Minutes

- Wrap up lesson by telling learners that it is helpful to try to make the right decisions when we are faced with problems. We need to make use of the 6 steps explained and keep practicing using the steps.

Evaluation 5 Minutes

- Ask learners why it is important to compare options when one is trying to make a decision.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask learners to explain the six steps of problem solving and decision making to their friends and relations.

MODULE B

Lesson 19: Dealing with Conflict (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: At the end of the lesson, learners will be able to:

- Define conflict
- Identify where conflict can occur

Preparation and Materials:

- Chalkboard
- Chalk
- Flipchart
- Markers
- Read Life Skills Manual Module D Lessons: 44-48

Background Information:

Definition of Conflict:

- Conflict is any situation in which your behavior and/or goals differ from those of another person. Conflict can mean a heated argument or a simple difference of opinion. The differences lies in the importance of the issue and the amount of energy put into it.

Identify Where Conflict can be Observed:

- Conflict can occur anywhere: at the workplace, in the market, in schools, with friends and at home with families.

Learning Points or Key Messages:

- Conflict is any situation in which your behavior and/or goals differ from those of another person.
- Conflict can occur anywhere

Activities:

Step 1 5 Minutes

- Introduce lesson and present the objective of the lesson.
- Tell learners that this lesson and the following one will help them in understanding and dealing with conflict in different situations especially at the work place. This lesson will be focused on understanding what conflict is and identifying situations in which conflict occurs.
- Inform learners that they will study more about conflict in Life Skills.

Step 2 10 Minutes

- Ask learners to say what they understand by conflict. Take a few answers.
- Share the definition of conflict from the Background Information section.

Step 3 20 Minutes

- Ask learners to listen as you read Sonie and Deddeh's story.
- Read the story aloud, slowly and clearly to learners.

Sonie and Deddeh's Story

Deddeh sold small, small things in the market. Her sister Sonie began to help her sell in the market, too. Deddeh helped pay Sonie's school fees.

One day Deddeh gave Sonie \$2,500.00 Liberian dollars, which was all her market money. She sent Sonie to buy five boxes of candles for \$300.00, a gallon of vegetable oil for \$650.00, a box of toothpaste for \$850.00, and half a bag of rice for \$675.00. And then she told Sonie to return with the change, after she had bought all the goods.

Sonie went to a goods store and bought everything, with each item costing exactly what Deddeh had told her.

Finally, when she was leaving, she asked, "I have change from the money, haven't I?"

“There’s no change,” the man told her.

“But my aunt said you’ll give me change,” she stammered.

“There’s no change,” the man shouted, driving her out of his store.

When Sonie came home and told Deddeh what had happened, Deddeh flew into a rage. Together they rushed back to the store.

“Why did you cheat the girl?” Deddeh asked, entering the store and pointing an accusing finger at the man behind the counter.

“Who said I cheated her?” the man asked, scowling.

“She said you didn’t give her any change,” Deddeh said.

“There wasn’t any change left,” the man shot at her.

“All right, let’s add up the cost of the goods she bought,” Deddeh said.

“I am too busy for that,” the man said, counting his money behind the counter.

- After reading the story ask the learners if they think that there is a conflict in the story just read.
- If the learners say yes, ask them to identify the conflict.
- Take a few of the answers (two or three) and make the answer clear by describing to the learners that there is a conflict.
- Describe the conflict (*The conflict is between Sonie and Deddeh on one hand and the shopkeeper and Deddeh on the other; Deddeh is claiming her change and the shop keeper is refusing to listen and to give her change. So here is a situation where the belief, behavior or goal of Deddeh differs from that of the shopkeeper. This kind of situation can occur anywhere: at home, at work, in the market).*

Evaluation 5 Minutes

- Ask the learners to explain in their own words what a conflict is and give an example.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

Ask learners to observe the actions and behaviors of people in their communities to identify conflict situations.

MODULE B

Lesson 20: Dealing With Conflict (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain different approaches in dealing with conflict.
- Understand results of each approach in dealing with conflict.

Preparation and Materials:

- Chalkboard
- Chalk
- Flipchart
- Markers
- Read Life Skills Manual Module D Lessons 44-46

Background Information:

- Conflict is a part of our daily lives. Conflict is any situation in which your behavior and/or goals differ from those of another person. It can occur in any situation. People deal with conflicts in different ways:

Types of Behavior When Dealing With Conflict:

- Doing things to dominate others (Aggressive Behavior and Communication):** When you are aggressive you are trying to dominate another person and insisting on your rights while denying theirs. This suggests that only your thoughts and ideas are right. It may involve threatening or punishing someone who doesn't agree with you.
Examples: shouting; wagging your finger; not listening to others; threats and violence; ordering people around; acting in an intimidating way and telling others they are wrong or stupid.
- Allowing others to have their way even when you don't agree with them (Passive Behavior and Communication):** When you are passive, you let things happen and give into others regardless of what you want.
Examples: not saying what you want; looking away or down; apologizing a lot; avoiding disagreement.
- Saying what you feel and standing by it (Assertive Behavior and Communication):** When you are assertive you tell someone clearly what you want in a way that is not rude or threatening. It means standing up for your own rights and values without denying the rights of others while respecting yourself and others.
Examples: staying calm and speaking clearly; knowing what you want – being specific! expressing positive and negative emotions; listening to others.

Learning Points or Key Messages:

- There are different ways and methods of dealing with conflicts.
- Learning how to deal with conflict in a positive way will help you to handle tough situations effectively.

Activities:**Step 1 10 Minutes**

- Ask learners what they remember about what they learned in the previous lesson.
- Explain to learners that conflict can bring good or bad results.
- Explain to learners the three behaviors when dealing with conflict (passive, aggressive and assertive behavior). Give an example of each using the Background Information section if necessary.

Step 2 20 Minutes

- Read the following passage aloud, slowly and clearly to learners.

Irene's Story
For Passive-Aggressive-Assertive Activity

Irene is twenty-three years old. She works at her uncle's small shop, but Irene does not do that much work. Irene is a lazy girl. She doesn't like to help around the shop. She prefers to talk to friends who come by, and to read books as she waits for customers. Her younger cousin Teta does so much work. Teta is eighteen. Irene is always telling Teta what to do. Teta always ends up doing Irene's share of the responsibilities such as stocking the shelves and keeping the shop tidy. Since she is younger, she just does whatever her cousin wants her to do without question. If the tasks are not done, their uncle will get very angry, and Teta does not want to get in trouble. One day Teta shyly approaches Irene and asks her to please help with the work because it is too much for her to do alone. The cleaning isn't finished and she asks Irene if she could please put the fish in the cold storage. Irene gets very angry. She does not like moving the fish. It is cold and heavy. She says that because she is older,

she does not need to do the work – it is Teta’s job. Teta gets frustrated and tears fill her eyes. Her cousin is always like this – unfair and never helping with anything that requires her to do any work. If it wasn’t for her, the place would be dirty and nothing would get done, but nobody ever seems to thank her – she just gets more work!

Irene’s mother comes into the shop with their uncle. Teta is cleaning with tears in her eyes and Irene is reading in her usual chair by the register. Irene’s mother can tell that there is a problem and calls the girls aside. She asks why once again the cousins are fighting. The uncle walks in and gets annoyed that there is a problem. He reminds them that they work for him so that he will pay their fees for school, and he will not have any of this. He tells them that the cleaning needs to be finished and the fish put away before the usual rush of customers comes in after work in the next 15 minutes. He cannot do it himself because he is busy with checking the goods. He returns to the backroom. The girls can tell that their uncle is not happy.

Teta goes on to the front step and is calmed by her Aunt, who knows how much Irene makes Teta upset. Irene doesn’t notice – at first she feels guilty for making her uncle mad. As she sits in her chair thinking, Irene realizes that maybe she wasn’t being fair and realizes that the fish had been sitting on the floor for some time and would go bad. The customers would create big problems if the fish went bad. While her mother is speaking to Teta and helping her feel better, Irene quietly goes to the pile of fish cartons and carries them to the cold storage and begins to load them in. Teta sees that her cousin is helping. This makes her very happy. The usual crowd comes into the store and the place is clean and the fish is frozen.

- After you have read the story ask learners to identify the conflict in the story.
- Take a few answers.

Possible answer could be: Conflict between Teta and Irene about sharing the work in the shop.

- Ask learners to think about how Irene and Teta handled the situation of conflict.
- Which conflict response behavior did Irene use? Why do you say so? Which

conflict response behavior did Teta use? Why do you say so?

- Conclude the lesson by recalling the three different ways people can handle a conflict.

Evaluation 15 Minutes

- Put learners into 3 groups.
- Write the words assertive, aggressive and passive each on a piece of paper. Fold the papers and ask one member from each group to choose one of the papers. Ask learners to give an example of the behavior from the story.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to come up with a situation that was difficult for them where they had to solve a problem. Ask them how they dealt with it, what they could have done differently and if it was an aggressive behavior or a passive behavior.

MODULE B

Lesson 21: Communication (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify ways active listening can be used for effective communication.
- Identify basic active listening tips.

Preparation and Materials:

- Chalkboard
- Chalk
- Life Skills Manual Communication Module : Lessons 37-40

Background Information:

- Communication is important for all human relationships. Therefore, one of the most important life skills is to be able to communicate clearly and effectively with others. The way we communicate is very important in different aspects of the world of work. Examples of this include:

➤ **Creates Job Satisfaction:**

One will understand the importance of communication in the workplace when one realizes that organizations in which the employer and the workers can communicate easily and freely do not suffer much from employees resigning. If the employees feel free to ask questions or put their opinion across to their managers about the work they are doing, and their feedback is considered, it makes the employees feel valued by the organization. Thus, effective communication in the workplace helps in building loyalty and trust and leads to greater job satisfaction.

➤ **Lessens Workplace Conflicts:**

Open communication in the workplace can save many workplace conflicts. For example, if two employees have a disagreement and instead of resolving it and arriving at a solution, they end up taking the whole thing personally and allow it to continue for a very long period, it may lead to a work related problem wherein they might even refuse to talk or work together.

Such communication problems in the workplace can be quickly handled if the manager acts as a mediator and lets the two conflicting employees put across their thoughts and opinions to each other through open and clear communication.

Thus, if the communication between various people in the organization is good, it will lead to successful way of handling conflict in the workplace and employees will be able to understand each others' points of view much more clearly.

➤ **Increases Workplace Productivity:**

In an organization, the manager should very clearly explain to his/her employees about their job responsibilities and duties, the ways and procedures of doing work, as well as the results which are expected of them.

If the manager is clear in his/her communication, the employees will know exactly what is expected of them and thus, will be able to deliver to the best of their ability. Thus, the importance of communication skills can be judged from the fact that it leads to better performance on the job thereby increasing workplace productivity.

➤ **Secure Work Future:**

Everybody knows that communication is a two way process. So, for the employees too, being vocal and communicative, leads to a better work future. If the employees have not understood their job responsibilities well and they do not ask their managers to explain it to them again, they may end up handling an important assignment in a way which can prove harmful to the organization. In some cases the employees may even face the risk of getting fired and losing their job.

Thus, from the employee point of view, the importance of communication in the workplace is that by openly discussing work or work-related issues with their managers, they can avoid all confusions. The employees will thus know what is the right thing to do and how it has to be done.

➤ **Forming of Relationships:**

Open communication, whether between employees, between employees and managers, or between the management and all employees, leads to the formation of better personal and professional relationships. If people frequently interact and communicate with each other over professional and personal issues, the employees feel cared for and this in turn creates better working relationships.

➤ **Proper Use of Resources:**

If an organization is facing problems, crisis and conflicts due to a lack of communication between the employees, it causes unnecessary delays in the work. This leads to wasting of the organization's resources and lowers the overall work productivity. So an environment of good communication is a must for any organization to better utilize its resources and increase productivity in the workplace.

What is Communication?

- Communication is "*sending, giving, or exchanging information and ideas*," and can be expressed in words (verbal) and without words (non-verbal).
- Non-verbal communication is the act of speaking without using words. Examples of this include facial gestures (smiling, frowning), body language (arms crossed, legs shaking showing nervousness, sitting upright giving someone their full attention) and the impression you give to others with your appearance (dress, body image, body odor).
- Also, the tone of your voice can be non-verbal communication. For instance, if you are saying one thing, but your tone of voice is saying another, then that reflects how

you are really feeling without saying it, (for example: yelling and crying while saying you are okay).

- Verbal communication is the act of speaking by using words. Examples of this include using different forms of language (for example: written, spoken, sign language). This kind of communication can be used in the wrong way such as saying regretful things and opening your mouth before thinking about what you are saying.
- Both non-verbal and verbal communications are used on a daily basis.

What is Effective Communication?

- Communication is effective when what the speaker says is understood the way it is meant to be. Things to know about effective communication include:

➤ **Effective Speaking:**

Take a moment to organize your thoughts before you speak. Speak clearly and confidently. Pause when you need to collect your thoughts once again.

➤ **Active Listening:**

Active listening involves understanding not only what someone is saying, but the emotion behind their words as well. It requires that you give someone your full attention and that you are engaged in the conversation by encouraging the person to continue to express themselves and by showing your understanding for their words and feelings. If you use active listening you should be able to summarize the main points that someone has made as well as how they feel about the topic they are discussing.

➤ **Passive Listening:**

In passive listening, the listener's attention or mind is not focused on what the speaker is saying. The listener may be looking at the speaker or even make some actions that show that he/she knows that someone is talking, but the passive listener's mind is not following what the speaker is saying. The listener therefore may not be able to summarize the main points that someone has made as well as how they feel about the topic they are discussing.

➤ **Tips for Active Listening:**

- Clear your mind from distractions and focus your attention on the other person.
- Try not to interrupt, offer advice, or give suggestions. Don't condemn what people will say.
- Make sure you understand the speaker before responding.

Learning Points or Key Messages:

- Effective communication helps how an individual performs at the work place.
- Each person involved in communication plays an important role- some talking or speaking, others listening.
- People communicate in different ways- through speaking, body language etc

Activities:

Step 1 10 Minutes

- Explain to learners that not all speakers make themselves understood by listeners. A speaker must speak in a way that he/ she is sure that the listeners will understand him/her.
- Explain to learners that communication is the activity of "*sending, giving, receiving or exchanging information and ideas from one source to another,*" which can be expressed in words (verbal) and without words (non-verbal).
- Explain to learners that speaking and listening are 2 of the major activities in communication.

Step 2 10 Minutes

- Ask learners if they can remember when someone spoke but was wrongly understood. Take 1-2 examples.
- Tell learners that both speaker and listener play a part for what is said to be well understood. The speaker has to think of how to say what he wants to say, (effective speaking), while the listener should listen well (active listening)

Step 3 15 Minutes

- Explain active and passive listening to learners.
 - **Active Listening:** Here the listener is following what the speaker is saying with the hope of understanding it. The listener also tries to understand the emotion behind the words of the speaker as well. The listener encourages the speaker to continue to express him/herself by showing an understanding for the speaker's words and feelings. The active listener is able to summarize the main points that someone has made as well as how they feel about the topic they are discussing.
 - **Passive Listening:** In passive listening, the listener's attention or mind is not focused on what the speaker is saying. The listener may be looking at the speaker or even make some actions that show that he/she knows that someone is talking, but the passive listener's mind is not following what the speaker is saying. The listener therefore may not be able to summarize the main points that someone has made as well as how they feel about the topic they are discussing.
- Let 4 learners come to the front of class to form 2 pairs. Let one pair role play active listening while the other role plays passive listening.

- Put learners in 4 groups. Ask each group to brain storm and come up with at least 5 things that one can do to:
 - Show effective speaking.
 - Hinder effective speaking.
 - Show active listening.
 - Show passive listening.
- Ask, learners what physical things do you do when you are listening to someone else tell a story. The learner should respond with answers such as: don't speak, look at the person, face the person, and sit quietly. There are lots of examples the learners can say.
- Wrap up lesson by recalling how both speaker and listener play an important role in the communication process. The speaker has to apply effective speaking skills such as:
 - Take a moment to organize your thoughts before you speak.
 - Speak clearly and confidently.
 - Pause when you need to collect your thoughts once again.
- And the listener should also apply active listening skills such as:
 - Clear your mind from distractions and focus your attention on the other person.
 - Try not to interrupt, offer advice, or give suggestions. Don't condemn what people will say.
 - Make sure you understand the speaker before responding.

Evaluation 5 Minutes

- Ask the learners to describe what makes an effective speaker and what a listener must not do so as to be an active listener.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask learners to observe their friends and relations in their speaking and listening situations to identify effective speaking and active listening.

MODULE B

Lesson 22: Communication (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify ways active listening can be used for effective communication.
- Identify basic active listening tips.
- Define the five active listening responses.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Communication is important for all human relationships. Therefore, one of the most important life skills is being able to communicate clearly and effectively with others.

What is Effective Communication?

- Communication is effective when what the speaker says is understood the way it is meant to be.

Five Active Listening Responses

- When listeners use the basic skill of Active Listening, it helps the speaker feel and believe that the listeners understand. These 5 active listening steps include:
 - Repeat exactly what was said – words only, not feelings.
 - Say what was said in a different way (rephrase content)– summarize the meaning in your own words.
 - Try to have a feeling for what you heard (reflect feelings) – look more deeply at what was said and begin to have feelings from what you heard and put them in your own words.
 - Beyond the words that are spoken, look for how the speaker uses his/her body (body language) to help him/her say what is said.

Body Language

- Body language is a way of speaking with parts of your body: for example, the way you stand (body posture), what you do with your hand or head (gestures) and how you use your eyes when you are speaking (eye movements). Body language may show

the listener how the speaker feels about himself and what he / she is saying or what is going on in his mind.

- For example, the speakers body language may show bad feelings (aggression), ability to listen very well (attentiveness), that he or she is worried, in a relaxed state, a state of pleasure or amusement. What is done with the body (physical expressions) like waving, pointing, touching and slouching are all forms of nonverbal communication. Interest can be indicated through posture or extended eye contact. In a work environment, your body language will show to your colleagues if you are attentive, listening and understanding.

Learning Points or Key Messages:

- Body language plays a key role in effective communication.
- There are five active listening responses that can be used for active communication.

Activities:

Step 1 15 Minutes

- Review the past lesson and introduce the new lesson, telling learners what they are going to learn.
- Ask learners if they have experienced a situation where they wrongly understood a speaker because of the way he used his body when speaking. Let learners come out and share their experiences.
- Explain that communication is not only affected by speaking and listening. It is also affected by the way we use our body when communicating.
- Explain to learners what is meant by body language using the Background Information section. Body language is a form of non-verbal communication, consisting of body posture, gestures and eye movements.
- Tell learners that one of the ways that helps us to understand a speaker is his/ her body language.

Step 2 10 Minutes

- Explain the 5 active listening responses to learners as contained in the Background Information section.
- Ask learners which of the responses they frequently use to help them understand what people say to them.
- Let learners share their experience with the class

Step 3 10 Minutes

- Put learners in groups and ask each group to discuss what they could remember of the active listening responses
- Ask a learner from each group to share a situation with the class where he/she used one of the active listening responses.
- Ask the learners if they have ever used one of these responses in their work place, school or at home with families.

Evaluation 5 Minutes

- Ask the learners to describe at least one of the five active listening responses discussed in the earlier session. Call on learners to answer this question until all have been said.

Follow Up: 5 minutes (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- Debrief with the following questions to the whole group:
 - How was the lesson?
 - How do you see yourself applying these techniques in your own life?
 - Any other reactions about this experience?

MODULE B

Lesson 23: Teamwork

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: Learners who complete this lesson will be able to:

- Define “teamwork”.
- Identify the elements of teamwork.

Preparation and Materials:

- Chalkboard
- Chalk
- Numbered markers

Background Information:

- Teamwork means people working in an atmosphere of mutual support and trust, working together closely, with good inter-group relations so that their strengths combine to improve what they do. It means valuing each other's strengths and contributions. It also encourages an increasing development of relationships, where people are free to disagree usefully with each other and where both support and challenge are a part of helping the team work together.
- When teamwork is in place you will see:
 - ☒ Everybody putting in their effort.
 - ☒ Everyone working in the same direction.
 - ☒ Depending on your team member to do what they said they would do.
 - ☒ Getting help when it is needed.
 - ☒ Sharing a vision of the future.
 - ☒ Co-operation and blending of each other's strengths.
- When teamwork is flourishing you will see behaviors such as:
 - ☒ Actively listening.
 - ☒ Trusting one another.
 - ☒ Supporting others.
 - ☒ Providing encouragement.
 - ☒ Making decisions together.
 - ☒ Resolving conflict.
 - ☒ Communicating openly.
- A team is a group of persons who put their individual strengths together, who share the same ideas and goals and work together closely.

- There are a number of benefits to teamwork, including:
 - Distributing the workload.
 - Reinforcing individual capabilities.
 - Creating participation and involvement.
 - Making better decisions.
 - Feeling like we play a part in the work being done.
 - Generating a diversity of ideas, etc.
- Teamwork is very important for anyone who wants to be successful in the work place. To be a good leader one needs to be a team player. Teamwork will help us in communicating with co-workers. Teamwork is necessary for problem solving; people can solve problems easier when working together as a team. If you are not supported by others and cannot work together with others than you will not be a good leader and you will not be successful in the work place. This lesson will show the importance of teamwork.

Learning Points or Key Messages:

- Effective communication is a key component of teamwork.
- When people work together as a team, they can achieve more and solve more problems.

Activities:

Step 1 10 Minutes

- Review the past lesson and introduce the new lesson, telling learners what they are going to learn.

Step 2 15 Minutes

- Ask learners if they can name one football team in their community or elsewhere.
- Ask why do they think it is called a team? Accept a few answers and provide clarification by explaining what a team is.
- Let them know that a team is a group of persons who put their individual strengths together, who share the same ideas and goals and work together closely. Give examples.
- Tell the learners that for people to work together as a team(teamwork), they will need to be able to talk well together (good communication), listen actively, support each other, provide encouragement to each other, make decisions together as well as resolve conflict.

- Read this portion of the “Fatu and Saah” story (Chapter 2 Saah and the Chickens) aloud slowly and clearly to the class:

Every morning, Saah gathered the eggs, counted how many they were, and gave them to Tamba who sold them to the customers.

At the end of each day, Tamba counted and wrote down how many eggs Saah gave him, and how much money he sold them for. He would count the money and give it to Mr. Ben. After Mr. Ben has seen that the money was correct, he would take the money to the bank the next day. Garmai had the job of keeping records of the feeds the chickens eat and how much is spent to buy the feed.

- Ask how many people are in the work team in the story?
(The answer is 4 people- Saah, Tamba, Mr. Ben and Garmai.)
- Let 4 learners come to the front of the class. Ask each learner to call one of the names of the people in the team and mention the role the person plays in the team.
- Ask learners—“Do you think Mr. Ben (the boss man) would do better if he decided to do the work alone?”
- Ask learners what they can see in the story as the benefit of team work.
- Explain to learners that when everybody in the team contributes, more can be achieved.

Step 3 10 Minutes

- Let 2 learners come to the front of the class to say what they see as the benefit of the team over the individuals in that story.
- Summarize the lesson by going over the definition of team and teamwork.
- **Tell learners about the benefits of teamwork:**
 - Distributing the workload.
 - Reinforcing individual capabilities.
 - Creating participation and involvement.
 - Making better decisions.
 - Feeling like we play a part in the work being done.
 - Generating a variety of ideas, etc.

Evaluation 5 Minutes

- Ask the learners to name three (3) benefits they learned in the session about teamwork.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- Ask the learners to brainstorm examples in their lives of teamwork. This can be in the family, at work or during classes.

MODULE B

Lesson 24: End of Module Assessment

Instructions:

During this session, you will assess learners understanding of lessons taught in this module.

Instruction:

- (1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on this module and that the test will be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an X in the blank space provided in the True column if the statement is TRUE, or in the False column if the statement is FALSE.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, collect their note books for grading.
- (8) Discuss the assessment activities and answer learners questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module B: Personal Leadership and Development

No.	Statement	True	False
1	A good leader must know what is to be done and find a way to do it well.		
2	A good leader can talk to his/her followers in any way, good or bad.		
3	Different people have some parts of their lives where they are strong and some where they are weak.		
4	Short term goals and long term goals are both important for achieving our desires for life and work.		
5	When you want to solve a problem, it is important to gather information about the problem.		
6	Developing leadership skills is an important part of becoming successful in your career.		

7	In any career in Liberia, it is important to understand how to work with others and how to make decisions that will benefit you as well as colleagues.		
8	A leader knows how to work under pressure and can handle difficult situations.		
9	All leaders are good, there are no bad leaders.		
10	People can learn to be good leaders.		
11	A leader does not need to support his/her work mates at the work place.		
12.	In the workplace, having the right leadership skills can help you gain the respect of supervisors and co-workers.		
13	Our values are beliefs that we have about ourselves and which makes us feel the way we do about things.		
14	A wish is an idea of something you want but do not work towards achieving.		

MODULE C: Career Planning

MODULE C

By the end of the module, learners will be prepared to:

- Analyze market needs.
- Identify where and what types of skills training is available.
- Identify goals for future job opportunities and careers.
- Analyze personal skills and match them to job opportunities.
- Research different types of job opportunities locally.

Overview

Learning Objectives: The learner who successfully completes this 12 lesson module should be able to:

- Plan and manage a career.
- Locate information on career and training opportunities.
- Analyze specific skills training and market needs.

Links With Other Modules: Personal Leadership and Development, Entrepreneurship (Work Readiness Content Area), Formal vs. Self Employment (Work Readiness Content Area), Work Attitudes and Conduct (Work Readiness Content Area).

Estimated Length of Module: 11 Lessons, 45 minutes each lesson.

List of Numbered Lesson Titles:

LESSON	MODULE C LESSON TITLES
25	Background on Career Planning
26	Types of Employment Options
27	Career Options
28	Employment Options Available in My Area
29	Feedback From Service Learning
30	What Can I Do With My Skills and Personal Qualities?
31	Mid-module Assessment
32	Matching My Skills And Employment Opportunities (Part 1)
33	Matching My Skills And Employment Opportunities (Part 2)
34	Setting Career Goals(Part1)
35	Setting Career Goals (Part2)
36	End of Module Assessment

Background Information:

- The workforce in Liberia is diverse. There are options available in rural settings and urban settings, and for all of them it is important for the learners to be able to plan appropriately a career path that will guide their future.

Evaluation:

- Evaluations should be conducted at the end of class. Evaluations should be short and are done so that the facilitator can find out at the end of class if the learners mastered the lesson's learning objectives.

MODULE C

Lesson 25: Background on Career Planning

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define “career” and “career planning”.
- List some important aspects of career planning

Preparation and Materials:

- Chalkboard
- Chalk
- The Story - “Fatu and Saah”, Chapter 3

Background Information on the module:

- A career is a person’s occupation, profession or work for which he/she has trained.
- Career planning is the process of choosing a career objective and deciding on proper learning and training programs to further develop the skills required to achieve the career objective. Career planning helps learners to:
 - Locate information on career and training opportunities.
 - Analyze market needs.
 - Identify where and what types of skills training is available.
 - Identify goals for future job opportunities and career.
 - Analyze personal skills and match them to job opportunities.
 - Research different types of job opportunities locally.
- The people working in Liberia (Liberia’s workforce) are engaged in doing many different types of work. The type of work that one can find in a city like Monrovia (an urban area) is different from the type you can find in Grand Gedeh (a rural area.)
- It is very important for an individual who would like to find work to know how to plan for the type of work he/she would like to do in the future.

Learning Points or Key Messages:

- It is very important for an individual to plan for the type of work he/she would like to do in the future.

Activities

Step 1 10 Minutes

- Introduce the module to learners and tell them that this module will teach them what a career is and what is career planning.
 - Explain to learners that a career is a person’s occupation, profession or work for which he/she has trained and that career planning is the process

of choosing a career objective and deciding on proper learning and training programs to further develop the skills required to achieve the career objective.

- Tell learners that other things they will learn from this module include how to:
 - Locate information on career and training opportunities.
 - Analyze market needs.
 - Identify where and what types of skills training is available.
 - Identify goals for future job opportunities and careers.
 - Analyze personal skills and match them to job opportunities.
 - Research different types of job opportunities locally.
- Tell learners that all of them are expected to participate fully in all the lessons.

Step 2 10 Minutes

- Read the following excerpts of “Fatu and Saah” chapter 3 to the learners

Youth Day in Gbarnga

Part 1

Saah was in the poultry feeding the chickens when Mr. Ben came with his friend, Mr. Toe. They were talking about how to start a small fish pond. After a short time, Mr. Toe left.

Then Mr. Ben paused and asked Saah if he would like to be an electrician like Mr. Toe.

“Yes,” responded Saah. Mr. Ben burst into laughter, and Saah was wondering what could have caused the laughter.

“Yesterday, you told me you would like to be a plumber like me,” said Mr. Ben.

“Yes,” replied Saah, “but I also like to be an electrician like Mr. Toe.”

“My boy, you cannot be all things. You must choose something you like to do. You must plan and prepare yourself for a career that will earn you an income.”

Mr. Ben held Saah’s hand and they both walked towards a shady tree in the farm. As they sat down under the tree, Mr. Ben said, “A lady from Monrovia will be coming to talk to young people in Gbarnga next week at the Gbarnga Youth Day Celebration. I want you to go there, listen to her and see what you can learn from there.” Saah responded “Thank you.”

Part 2

Saah went to visit Fatu. He told her about the Youth Day program in Gbarnga and invited her to come along. Fatu thought it was a good idea. She always liked to go to places where she could learn good and useful things. Then she remembered Alvin.

“How about Alvin? Can you invite him too?” she asked Saah.

“Yes I will tell him, only that my mind was more on you,” Saah said. They both smiled. After a while, Saah got up to leave.

On Thursday, at 2:00 pm, Saah, Alvin and Fatu were already seated in the school hall before the speaker came. After a while, the speaker arrived and introduced herself.

“Thank you, thank you,” said the speaker. “I am very pleased to be here. I thank the county superintendent, the elders of this community, and the youth leaders.”

“You students,” the speaker continued, “and other young people from various communities in Gbarnga, I thank you all for coming to this Youth Day. I will talk to you today about three ways you can get employment and how to find employment for yourself in your community.”

Saah brought out his sheet of paper and pencil, and he started taking notes.

The speaker continued, “There are jobs for which you can be paid some money for every hour you work. You can be paid daily, weekly or monthly. You could be a street vendor, a banker, or an office worker. You could work for the government, for a company or an NGO. This is what they call wage employment.”

“I don’t like that one,” said Fatu. “Wait to hear about the others before you say which one you like or don’t like,” Saah responded.

The speaker continued, “There is also another kind of work called self employment. In this case, you look for something you can do by yourself which can earn you money.

For example, you could plait hair for people, wash clothes for people, bake short bread to sell, buy goods to sell, raise chickens, and collect eggs from the chickens.”

“I can plait hair, I like that one.” said Fatu again. Alvin told her, “This is why Saah said you should wait for us to hear all before you say which one you

like.”

The speaker continued, “Another option is where you go to learn how to do a type of work from a master. You could go to a mechanic workshop, carpenter workshop, hairdressing salon, construction company or many other type of work places. This is called an apprenticeship. When you are an apprentice, you get trained in a skill. But you don’t have to be an apprentice to learn a skill. You can also get skills training from a training center.”

“I would like to tell you that it is not good for a young man or woman to sit down at home after finishing school and do nothing. Every young man or woman must use one of these ways of getting employment I talked about to find something for himself or herself to do that can earn money.”

The speaker looked at her watch. “Before I sit down,” said the speaker, “there is one warning I would like to give you all. Don’t choose to learn a type of work or start a business just because your father said you should do it or because you see your friends doing it. Whatever you choose to do, make sure it is something you love and know that you would love to do well.”

The youth and the visitors applauded the speaker loudly.

Part 3

On the way back home, Saah and his friends discussed what each one of them would like to do to earn money.

Mr. Ben was standing in front of his house. He had seen them from a distance and was wondering what could cause them to argue.

As they reached him, he asked them about what happened at the Youth Day celebration. Saah told him all the kinds of work they had learned about. He looked up at Mr. Ben and asked, “Which one is the best way to get employment and make money?”

Mr. Ben answered, “You can work through any one of the three ways. And you can earn money, if you find work that you like to do and you learn how to do it very well. Also if you learn to save from the money you are making, then you can become rich.” The three youth stood gazing at him with wide eyes.

Step 3: 10 Minutes

- Call two or three learners to retell the story.

Step 4: 5 Minutes

- Call on two or three learners to tell the class some things they have learned about career planning from the story.

Step 5: 5 Minutes

- Wrap up and use the story to set the mind of learners on what they shall learn in this module. Tell the learners that they will learn the following in the module on Career Planning:
 - Locating information on career and training opportunities.
 - Analyzing market needs.
 - Identifying where and what types of skills training is available.
 - Identifying goals for future job opportunities and careers.
 - Analyzing personal skills and matching them to job opportunities.
 - Researching different types of job opportunities locally.

- Evaluation:**
- Ask learners to say any two of the things they will learn from the module on Career Planning. Answers can include:
 - What a career is.
 - What career planning is.
 - Locating information on career and training opportunities.
 - Analyzing market needs.
 - Identifying where and what types of skills training is available.
 - Identifying goals for future job opportunities and careers.
 - Analyzing personal skills and matching them to job opportunities.
 - Researching different types of job opportunities locally.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask learners to say what a career is and to list five types of careers.

MODULE C

Lesson 26: Types of Employment Options

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the terms and meanings of different employment options.
- Contrast different employment options.
- Identify differences between self-employment and wage employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Employment is paid work or activity for which someone is hired or in which someone engages on one's own. For this lesson, we will look at what employment opportunities we have in the communities around us. The types of employment options that we can find around us will depend on the community that we live in.
- Types of employment arrangements include:

➤ **Wage Employment:**

- This is a form of employment where a person works for someone else for a period of time and is paid for the work he/she does. The period of work could be for a few hours (hourly), a day (daily), a week (weekly), a month (monthly) or annual (yearly). According to the period of work, the payment could be hourly, daily, weekly or monthly.
- Examples of wage employment jobs are: store-boy, office assistant, carpenter for a company, banker, salesperson in a business, or a driver for an NGO.

➤ **Self-Employment:**

- In this case an individual works for him/herself. He/she is the employer -- the "boss man" starting a business or owning a business. For example, a woman who sells lappason her own in the market, a person who owns a one-person shop, a tailor who sews, a shoemaker, mechanic, watch repairer, is self-employed. The main thing is that these people own the business and work for themselves. They are not employees.

➤ **Apprenticeships:**

- In an apprenticeship the individual chooses to spend some time working under the supervision of a trade master to learn a particular type of work. This person will be in training for a period which can last from a few months to a few years.
- Examples of apprenticeship jobs include: learning at mechanic shops, carpenter shops, or construction companies. Apprenticeships are usually unpaid, at least at the beginning, but they provide the trainee an opportunity to specialize in a trade, getting mentorship from a supervisor and the opportunity to understand the type of work very well.

Note: *The facilitator should use this information to start discussions on different types of employment available in the local area.*

- Are all of these opportunities available in the area? What kinds of apprenticeships are available locally? These are questions that the learners can help the facilitator answer through research in the local community. The learners will also be able to make use of their personal experience in the local area if they themselves have worked.
- Ask the learners to share their personal experiences.

Learning Points or Key Messages:

- Certain employment options include wage employment, self-employment and apprenticeships.
- These opportunities are different in every local community and can be found through research in the local community.

Activities:

Step 1 5 Minutes

- Review the last lesson and introduce this lesson.
- Tell learners that this lesson will look at different types of employment.
- Ask if anyone knows what employment is. Take two answers and explain employment. *Possible answers:*
 - *The work or activity for which one is hired or in which one engages him/herself to get a salary or earn income*
 - *An activity to which one devotes his/her time for money.*
 - *Working for a company, NGO or an individual.*
 - *Working for oneself, like doing business on one's own.*
- Call on one or two learners to tell the class what kind of jobs their family members have

Step 2 15 Minutes

- Tell the learners that there are different types of employment, and that one type is wage employment.
- Ask learners if anyone knows what wage employment is. Take a few answers and explain wage employment. *Possible answer: employment where a person works for someone else for a period of time and that person is paid for the work he/she does.*
- Give examples.
- Say that another type of employment is self-employment. Ask if anyone can explain what self-employment is. Take a few answers and explain what self-employment means. *Possible answer: When an individual works for him or herself. He/she is the employer and the “boss man”.*
- Ask learners to give examples.
- Follow the same procedure to explain apprenticeship. *Possible answer: When an individual spends some time under the supervision of a trade master to learn a particular type of work or skill, usually in a trade or vocation such as auto repair, carpentry, welding, watch repair and many others.*
- Ask learners to give examples.

Step 3 10 Minutes

- Wrap up the lesson by saying: Any type of job we do can fall under one of these arrangements. Let’s imagine that Fatu runs a tea shop. If Saah for example, works for Fatu and makes bread at her tea shop every day and Fatu pays him at the end of each month for making the bread, Saah has a wage employment.
- If Saah makes the bread himself, in his own place, to sell to Fatu, Saah is self-employed.
- If Fatu is a baker and Saah is learning from Fatu how to bake bread, Saah is an apprentice. This is an apprenticeship.

Step 4 5 Minutes

- Tell the learners that understanding the types of employment arrangements will help them to think about the type of future job they want.

Evaluation 5 Minutes

- Gather the learners into small groups and ask them to come up with an example for wage employment, self-employment and an apprenticeship. Ask the learners in their small groups to name one difference between wage employment, self-employment and apprenticeships.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- In the community identify one apprenticeship, or one wage employment area. Talk to someone either working at the place or in charge of the business. Ask them questions about the process for getting employed, for example, "How do you hire people?" Present the information the next day in class.

MODULE C

Lesson 27: Career Options (What Types of Work are Available?)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Name or list at least three specific career options to explore.
- Identify appealing jobs.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- A career is a person's occupation, profession or work for which he/she has trained. There will be different career options in rural and urban Liberia. These will range from agricultural jobs to office jobs. The kind of career options available will be largely dependent on the communities where this module will be taught.

Learning Points or Key Messages: Learners who complete this lesson will be able to:

- Describe different career options.
- Choose an option that matches their interests and skills and is available in their community.

Activities:

Step 1 10 Minutes

- Review last lesson and introduce new lesson.
- Give three examples of employment (*for example, working in an office as an 'office-boy', selling slippers in the market and learning how to be a carpenter in a carpenter's shop*).
- Ask learners to identify which type of employment or employment preparation does each example fall under: Wage Employment, Self-Employment, Training, or Apprenticeship
- Briefly summarize the four types of employment or employment preparation.

- Tell learners that some people spend all of their lives, or an important part, doing one kind of job for which they have had education or training. This job, or vocation that they do is their career.
- Write on the chalkboard: “The job I like to do” and say it loud to learners.
- Ask each learner to think of the type of work they would like to do.
- Ask learners to say what about that job makes it appealing to them, what would make them want to do that kind of job.

Step 2 25 Minutes

- To help the learners think of types of career opportunities, have them complete the following exercise:
- In small groups of about 5 people, ask learners to recall and discuss all the types of jobs (paid and unpaid) which:
 - a) Their grandmothers and grandfathers did,
 - b) They and their spouses have done in their own lives, and
 - c) They think are possible jobs for their daughters and sons.
- Each group reports back to the whole class.
- Tell learners which types of jobs or employment that they came up with are not just jobs but are careers. Anyone who has the ability, determination and resources can choose to make one of these his/her own career.

Evaluation 5 Minutes

- Ask learners to name three career or vocational options that they would like to learn more about.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- What jobs are out there? Each learner should go out into their community and report on five different types of jobs in their community that they might possibly be interested in pursuing and why. At least three of these should be jobs that no one in their family holds. For example, if there is a farmer in the family who sells produce in the market, then three of the jobs must not be a market sales person or farmer. They might, for example, be: rubber tapper, iron miner, teacher, sales clerk, or health care worker.

MODULE C

Lesson 28: Employment Options Available In My Area (Service Learning Activity)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the different types of jobs in the local community.

Preparation and Materials:

- Outside activities and research may be necessary to get correct information on the job market in the local community.

Background Information:

- This is a preparatory lesson for the Service learning day. The facilitator will take learners through this 45 minutes lesson as a preparation for the service learning activity.
- The types of work and jobs in each local community may vary. This lesson will require knowledge of the jobs in the local community. The learners who live in the community may have to find out about this (research) as homework in their local community to have the right information in order to complete the lesson.

Learning Points or Key Messages:

- There are a variety of job types in the local community. Specific job types include selling goods, market jobs, banking jobs, construction jobs, working in cook shops, (these will vary by community).

Activities:

Step 1 15 Minutes

- Review the last lesson and introduce the lesson of the day.
- The entire class should brainstorm and list jobs they know people do in their community.
- Encourage them to think broadly. Try to focus not on specific businesses (working at the local cook shop) but on the types of jobs (welding,

blacksmithing, carpentry, masonry, electrical work, plumbing, tiling, farming, fishing, auto or other mechanical repair, tailoring, medicine or health care, sales, information technology, etc.).

- Call volunteers to name the type they have thought about.
- Gather all their answers and make a list.
- Look at the list and divide the types of jobs listed into categories (*for example: manufacturing jobs, food service, business, education and training, finance, agriculture and farming, natural resources, construction, the arts, information technology and communications, government administration, human services, health care, transportation and distribution logistics, hospitality and tourism*).

Step 2 15 Minutes

- Call out the different categories with the type of jobs they contain.
- Ask learners to choose which category they are familiar with or interested in.
- Let learners who choose same category form a group.
- Let learners in each group share ideas what they know about the various types of jobs in their category. They will share with others what they feel about the people doing the jobs.

Step 3 10 Minutes

- Tell learners in each group that for the service learning activity, they will go out into the community and talk to various people to find out the kind of jobs that they do in the community.
- Tell them that they are to talk to people and ask politely what makes them like their jobs or why they chose to do the job.
- Tell them to also ask the range of income they generate – from average to maximum.
- Tell learners that when they come back from the service learning activity, they will be asked to make a verbal report of what they found out in the community.

Evaluation 5 Minutes

- Ask learners what they will do during the service learning day activity.

Answers include:

- Go out into the community and talk to various people to find out the kind of jobs that they do in the community.
- Talk to people and ask politely what makes them like their jobs or why they chose to do the job.
- Ask the range of income they generate – from average to maximum.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to think of more or other types of employment that are not on their list.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE C

Lesson 29: Feedback from Service Learning Day

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Report findings from Service Learning Day.

Preparation and Materials:

- Paper
- Chalk
- Chalk board

Background Information:

- The Service learning day activity was an opportunity for learners to meet people engaged in certain types of jobs, identify various jobs and see that people who engage in them are employed. Learners will see that many of the jobs they could have overlooked before the service learning day are actually the source of income for many people.

Learning Points or Key Messages:

- There are many types of jobs in your community that you can do.
- Find a type of job that you are interested in and begin to prepare yourself for it.

Activities: 45 minutes

Step 1 5 Minutes

- Welcome learners back to class after the service learning experience.
- Tell learners that this lesson will be a review of their experiences at the service learning activity.
- Tell them that the review will involve them giving their experiences and observations.

Step 2 10 minutes

- Ask learners how the experience was. Did they enjoy the service learning exercise?
- Ask 10 learners to make a verbal report of what they found out in the

community.

- Make a note of their findings.

Step3: 10 minutes

- Ask learners if they encountered any difficulty during the exercise. If anyone indicates that there was difficulty, let him/her share it with the class.
- Take response from all learners.
- Respond to each challenge as necessary

Step 4: 15 minutes

- Let learners get into groups and let each member of the group share with others which particular type of job he/she found interesting and may want to be engaged in. Let them say why.
- Summarize by telling the learners that there are many career options. But career options in communities are different depending on whether it is in a city, a big town or a village

Evaluation: 5 minutes

- Ask learners what they have learned from the service learning they experience.
- Take responses from 3 learners.

Follow Up: (To be completed as a homework assignment).

- Ask learners to find somebody in the community engaged in the type of job they like and ask how they can begin to learn about it.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE C

Lesson 30: What Can I Do with My Skills and Personal Qualities?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define “personal skills” and “personal qualities”.
- Identify specific personal **skills** that can help learners find a job or create one for themselves.

Preparation and Materials:

- Paper
- Pens

Background Information:

- This lesson will focus on the individual learners thinking about their own personal and special abilities that they can use for work (professional qualities and skills). Every learner will have different responses and every learner will have different skills. The facilitator should emphasize this and praise each individual learner for their special abilities.

Learning Points or Key Messages:

- Specific personal skills are necessary to succeed in the workplace.
- Specific personal interests will shape the type of work that you do.

Activities:

Step 1 10 Minutes

Review the last lesson and introduce this lesson

- Explain to learners what a skill is (*a skill is a specific ability that a person has learned to do that can be used in work*).
- Tell the learners that they all have skills to offer in the job market. No one has the same skills. Some people will be better at some jobs than others.
- Have the learners discuss in their small groups and share with other group members skills they think that they have. *Examples of this include: painting, cooking, carpentry, plumbing, roofing, masonry or electrical skills, math*

skills, counting skills, communication skills – listening, speaking, reading and writing, physical strength and ability, skills with using one’s hands to do precise work, sales ability, etc.

Step 2 15 Minutes

- Have the learners gather into small groups.
- Tell the learners to ask themselves.-“What skills do I have?”
- Read the “Fatu and Saah” story below out loud to learners:

On the way back home, Saah and his friends discussed what each one of them would like to do to earn money.

Alvin likes to work at a shop. “I like to talk to people and make them to buy what I sell. If I can get a shop where I will be the one showing people what to buy, that is what I would like,” he said.

“That is what the speaker called wage employment, a type of employment where you work for an employer and get paid for the time that you have worked,” said Saah.

“I don’t like that kind,” said Fatu. “I want to do something for myself, something that I will be the owner of my business. I want to be like my Auntie Hawa. She has her own salon in Totota where she plaits hair for women, and she earns a lot of money.”

“But she will not be wearing a coat suit to work, she will be going around in her lappa dress,” said Saah. “Me,” he continued, “I like to wear a coat suit. I want to work like my bossman’s friend, Mr. Dan, the journalist. I would like it if someone gives me a job in an office where I get money every month,” he added.

- Ask learners what skill Alvin has in the story. *Answer: Alvin has the skill of convincing customers, which can get him a job as a salesman in a shop.*
- Ask them if they have seen anyone before whose work has to do with his/her ability to convince people.

Step 3 15 Minutes

- Tell learners that besides skills, each individual has personal qualities. Personal qualities are traits that we define ourselves with such as *positive, outgoing, friendly, dependable, attentive to details, etc.*

- Tell learners that their own personal qualities can help them in the workplace and in small groups. Give examples and explain how these qualities can help in the workplace. Make sure that learners understand the difference between skills and personal qualities. Let them know how important both are for the workplace.
- Give this scenario to learners:
A lady who has a restaurant wants her customers to always be happy when they come to her shop.
- Ask learners in pairs to discuss and come out with:
 - a) A list of skills the lady will need to do the job well.
 - b) A list of personal qualities needed for the job.
- Make a note of their responses and correct them as necessary. The skills include good cooking, good customer care. The qualities include- being friendly and neat.
- Conclude lesson by recalling what a skill is and what a personal quality is and say how these are important for the workplace.

Evaluation 5 Minutes

- Ask selected learners to define “personal skills” and “personal qualities” and to explain what the difference is. Learners should be able to give one example of each. After each person answers, the other students could write “c” for correct, “nc” for not correct, and “?” for not sure. They could hand in their answers or they could raise their hands to show how many thought the answer was correct.

Follow Up: (To be completed as a homework assignment).

- For homework ask the learners go out into their communities and interview two family members or friends who have different jobs. Ask them what their best skills are and what their interests are. This will help the learners to evaluate their own skills and get them thinking about how their skills may best be used for a specific job.

MODULE C

Lesson 31: Mid-Module Assessment

During this session, you will check learners' understanding of what has been taught so far in this module. This assessment is not graded. The purpose is to help you and the learners know how well they understand what they were taught.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module C: Career Planning

No.	Statement	True	False
1	Career training helps one to know how to do the job one would like to do.		
2	Wage employment is the only type of employment.		
3	Career planning helps one to plan what work a person will do in life.		
4	Where a person works for someone else for a period of time and that person is paid, this is self-employment.		
5	A job skill is a specific learned ability that a person has that can be used for work.		
6	Only a very few individuals have some abilities and skills that can bring income.		
7	Painting, cooking, making furniture, and teaching children are all examples of skills.		

MODULE C

Lesson 32: Matching My Skills and Employment Opportunities (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify how a person's specific skills can be matched to specific employment requirements.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Each individual has different abilities. Some learners will be better at some kinds of employment and some better at others. Types of employment available in the local communities may differ and it will be helpful for the facilitator to understand the types of employment that are present in that community. The learners will also need to know what is available in this community. This should have been learned in previous lessons.

Learning Points or Key Messages:

- Some kinds of specific skills will help learners to get available employment in the local community. For example: physical skills and strength, ability to market or sell goods or services, cooking or baking skills, farming skills, rubber tapping skills, fishing skills, information technology (computer) skills, driving skills (and a license), ability to fix machines, and others.
- Some kinds of personal qualities are acceptable or ideal for all types of employment in the community. For example: honesty, dependability, punctuality, communicating clearly and completely, and others.

Activities:

Step 1 15 Minutes

- Refer to the mid-module assessment and ask learners to put more effort so that they can do better next time.
- Introduce the lesson of the day.
- Ask the learners to get into small groups. Tell them that they are going to pretend to be a “boss man” in a local cook shop. They are about to hire an employee for one of the types of employment listed:
 - a) A waiter
 - b) A cleaner
 - c) A cook
 - d) A cashier
- Ask the learners to brainstorm qualities that they would want to see in that person for the type of employment the group is working on. These qualities should be positive qualities such as “hard worker”, “comes to work on time”, “skilled server”, etc.

Step 2 25 Minutes

- Ask each group to present. Note responses of learners. After all groups have presented, conclude lesson by saying each individual has his/her personal qualities but these qualities are not limited to a particular type of employment.
- Take note of personal qualities listed by learners that are common across the different types of employment.
- Ask the learners to pick a specific type of employment from the list below such as being a farmer, banker, restaurant owner, market shop owner etc.

<ul style="list-style-type: none">➤ Tailoring➤ Baking➤ Auto Mechanic➤ Hair Styling/Braiding➤ Driving➤ Blacksmithing➤ Agro-processing	<ul style="list-style-type: none">➤ Palm oil processing➤ Cassava processing➤ Groundpeas processing➤ Wood or stone carving➤ Weaving➤ Fishing➤ Restaurant/Cook-shop
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Note: *All of the types of employment chosen should be from the local community.*

- Ask the learners to discuss the personal qualities that will fit with each type of employment then share this information with the group.
- Mark the types of employment that were not chosen. They will be used in the next lesson.

Evaluation: 5 Minutes

- Ask the learners to name three qualities that they have that would be good for the job market in their area.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to go out into the community and pick one potential employer that they could be interested in. Ask the employer or other person who does the hiring what qualities they want in a person when they are hiring. What skills? The learner should report the information back to the class.

MODULE C

Lesson 33: Matching My Skills and Available Opportunities (Part2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Describe available employment opportunities in the surrounding community.
- Identify how specific skills can be matched to specific types of employment.
- Match one's individual skills with types of employment.

Preparation and Materials:

- Chalkboard
- Chalk
- Field trips outside of class in the community. This should be done on the learners' own time.

Background Information:

- This is a follow-up lesson to the last lesson. The last lesson looked at some personal qualities and skills that match certain types of employment. Learners in groups chose some of the listed types of employment. As a way of creating more opportunity for learners to practice, this lesson shall continue the skills matching with the types of employment that were not chosen during the previous lesson. The background information is the same as last lesson and is repeated below:
- Each individual has different abilities. Some learners will be better at some types of employment and some better at others. Types of employment available in the local communities differ and it will be helpful for the facilitator to understand the types of employment that are present in that community. The learners will also need to know what is available in this community.

Learning Points or Key Messages:

- There are specific skills that will help some one get hired for available types of employment in the local community. For example, seed planting, cooking, repairing phones, painting, writing, teaching, taking care of sick people, etc.
- There are desirable personal qualities that are desirable for different types of employment in the community. For example, if you want to take care of sick people you may need to have compassion but you may also need to have a strong stomach to deal with the accidents or illnesses that people would bring to you.

Activities

Step 1 5 Minutes

- Remind learners that in the last lesson they attempted to match skills with some types of employment.
- Tell learners that in this lesson the matching will continue with the types of employment that were not chosen at the last lesson.
- Call out the types of employment and mark the ones that were not chosen in the last lesson.

<ul style="list-style-type: none">➤ Tailoring➤ Baking➤ Auto Mechanic➤ Hair Styling/Braiding➤ Driving➤ Blacksmithing➤ Agro-processing	<ul style="list-style-type: none">➤ Palm oil processing➤ Cassava processing➤ Groundnuts processing➤ Wood or stone carving➤ Weaving➤ Fishing➤ Restaurant/Cook-shop
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Step 2 15 Minutes

- Ask the learners to pick a specific type of employment from those that were not chosen during the last class.

Note: *All of the kinds of employment chosen should be from the local community.*

- Ask the learners to list or name the personal qualities that will fit with each type of employment then share this information with the group.

Step 3 15 Minutes

- Ask each learner to look at the whole list and identify a type of employment that matches his/her personal skills.
- Ask five learners to come to the front of the class to say the type of employment they chose and the personal skills they have that match the employment.

Step 4 5 Minutes

- Wrap up lesson by telling learners that everyone has some abilities or skills that are needed for different types of employment and that it is important

that each person finds and gets engaged with the type of employment that fits their personal qualities and skills.

- Also tell them that they should always look for such types of employment in their communities.

Evaluation 5 Minutes

- Ask selected learners to describe available employment opportunities in the surrounding community. [They should be able to name at least 10.]
- Ask other selected learners to explain how specific skills can be matched to specific types of employment.[They should explain that each person should be able to describe their skills, that they should then consider jobs or careers that require those skills]
- Ask still other selected learners how to match an individual's skills with given types of employment.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask learners to find individuals in their communities who are engaged in the type of employment that fits their special qualities. They should ask the people how profitable it is to engage in that type of employment. They should report what they have found at the beginning of the next class.

MODULE C

Lesson 34: Setting Career Goals (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify guidelines to career goal setting.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

Setting career goals is fundamentally important for reaching desired outcomes and planning towards what a person wants in work and life. But not all career goals can be reached because some career goals are not realistic. It is important to know the nature of goals that could guide the individual to achieve his / her career goals.

Such goals must be:

- **Desirable:** The individual setting the goal must truly have the desire to achieve the goal. When a person is not sure of his or her interest in a goal, the person will find it difficult to pursue the goal with all his /her strength.
- **Believable/ Realistic:** The goal should be one which is possible. Since the individual will be the one to work to make the goal come true, he/she must ensure that his / her resources circumstances and potentials can make the goals achieved.
- **Achievable:** Set goals that are possible with your strength and your set time frame. The individual setting the goal must be true and fair to himself/ herself. For instance setting a goal to wash 10 cars within 1 minute is not achievable.
- **Measurable:** The goal should be such that you can know when you have achieved it or not. For instance, "I will help you tomorrow" is not a measurable goal, rather it is better to set a goal such as "I will help you wash your clothes tomorrow."

Learning Points or Key Messages:

- Don't just set goals, set goals that you can achieve.
- There are ways to set goals that can be achieved.

Activities:

Step 1: 10 minutes

- Review the last lesson and introduce the lesson of the day.
- Tell learners that a career goal that will bring benefit to the individual must be: Desirable, Believable, Achievable and Measurable.
- Explain to them what each of the above means as follows:

➤ **Desirable:**

Explain to learners that the individual setting the career goal must truly have the desire or interest in the career and in achieving the goal. When a person is not sure of his or her interest in a career, the person will find it difficult to pursue the career goal with all his /her strength.

- **Give Scenario 1 to learners:**

Fata likes to sing but hates to cook. Her father wants her to start food selling business. Fata is planning to run away from home to join a singing group in Nimba. Her father told her to set a career goal of how she will be a successful food seller. She told her father that she will start by learning from a neighbor how to be a good cook. She is supposed to be with the neighbor every morning to learn, but Fata never showed up to meet the neighbor.

- Ask learners the question- Did Fata set a goal? And what career goal did Fata set? Take response from 2 learners.

Answer is that Fata set a goal to learn to be a good cook from her neighbor.

- Ask again – Did Fata achieve the goal? Give a reason. Take responses from 2 learners.

One answer could be: Fata did not achieve the goal because she was not interested in the cooking career. Others might say Fata was passively dealing with conflict. Others may say she is irresponsible.

Step 2: 10 minutes

➤ **Believable/ Realistic:**

Explain to learners that the goal should be one which is possible. Since the individual will be the one to work to make the goal come true, he/she must ensure that his/her resources, circumstances and potentials can make the goals achievable.

- **Give scenario 2 to learners:**

John cannot read and he cannot write. John wants to set his career goal. John says he wants to get a job to be the secretary to a cooperative society by the end of the next one month.

- Ask learners the question: Can John achieve his career goal? Give a reason. Take answers from 2 learners.

The answer is that: John can not achieve the career goal he set because the goal is not realistic as he does not have the skill now and can not acquire the needed skill within 1 month . If he wants to do this, he should plan to attend literacy class for one, two or three years before being ready to become a secretary.

Step 3: 10 minutes

- **Achievable:**

Explain to learners that one should set goals that are possible with one's ability and within a set time frame. The individual setting the goal must be true and fair to himself/ herself. For instance setting a goal to wash 10 cars within 10 minutes is not achievable.

- **Give Scenario 3 to learners:**

Kelvin does not know how to drive, but set the goal of getting a driving job in a company in the following week.

- Ask learners the question: Can Kelvin achieve his career goal? Give a reason. Take responses from 2 learners.

One answer is that: Kelvin can not achieve the career goal he set because the goal is not achievable as he does not have the driving skill now, and has not made any plan to learn how to drive. He cannot complete learning to drive well and get a driving job within one week.

Step 4: 10 minutes

- **Measurable:**

Explain to learners that the career goal should be such that you can know when you have achieved it or not. For instance "I plan to be a tailor" is not a measurable career goal, rather it is better to set a career goal such as "I plan to be a tailor in the next 12 months and I will start by getting into apprenticeship next week."

- **Give Scenario 4 to learners:**

Mary set her career goal. She said, she will be a hairdresser.

- Ask learners the question: Can Mary achieve her career goal? Give a reason. Take responses from 2 learners.

One answer is that: Mary needs more details for her career goal to be measurable. The goal does not indicate time or when the goal must be achieved.

- Wrap up the lesson by explaining to learners that the essence of setting a career goal is to achieve the goal so that the individual can benefit from it. Hence it is important to learn how to set career goals that can be achieved.

Evaluation: 5 Minutes

- Ask learners to describe 2 of the guidelines to setting a good career goal. *Possible answers could include a good explanation of the guidelines at the 4 steps of the lesson activities above.*

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask learners to share what they have learned in this lesson with their friends in their community.

MODULE C

Lesson 35: Setting Career Goals (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify more guidelines to career goal setting.

Preparation and Materials:

- Chalkboard
- Chalk
- Eight small pieces of paper

Background Information:

Setting career goals is fundamentally important for reaching desired outcomes and planning towards what a person wants in work and life. But not all career goals can be reached because some career goals are not realistic. It is important to know the nature of goals that could guide the individual to achieve his / her career goals.

Such goals must be:

- **Desirable:** The individual setting the goal must truly have the desire to achieve the goal. When a person is not sure of his or her interest in a goal, the person will find it difficult to pursue the goal with all his /her strength.
- **Believable:** The goal should be one which is possible. Since the individual will be the one to work to make the goal come true, he/she must ensure that his / her resources circumstances and potentials can make the goals achieved.
- **Achievable:** Set goals that are possible with your strength and your set time frame. The individual setting the goal must be true and fair to himself/ herself. For instance setting a goal to wash 10 cars within 10 minutes is not achievable.
- **Measurable:** The goal should be such that you can know when you have achieved it or not. For instance “I will help you tomorrow” is not a measurable goal, rather it is better to set a goal such as “ I will help you wash your clothes tomorrow”.

Apart from the above, other questions important in setting career goals are:

1. What kind of training and education do I need?
2. Where I will get the training or education?
3. How long will it take?
4. What will it cost?

5. How I will pay for it?
6. What jobs am I looking for now or in the future?
7. Where I will look to get the job?
8. When do I intend to start working?

Learning Points or Key Messages:

- A good career plan must include necessary action steps to be taken.
- It is important to consider time and cost when setting career goal.

Activities:

Step1: 5 minutes

- Review last lesson and tell learners that this lesson will look at more guidelines to consider when setting career goals.
- Ask 3 learners to come out and tell the class what they remember about guidelines to setting career goals as they were taught at the last class. Take responses from learners and correct them as necessary.

Step 2: 5 minutes

- Remind learners that 4 guidelines were treated in the last lesson and these are that the career goals must be - Desirable, Believable, Achievable and Measurable.
- Tell learners that some other things to be considered when setting career goals include:
 1. What kind of training and education do I need?
 2. Where I will get the training or education?
 3. How long will it take?
 4. What will it cost?
 5. How I will pay for it?
 6. What jobs am I looking for now or in the future?
 7. Where I will look to get the job?
 8. When do I intend to start working?

Step 3: 5 minutes

- Write the eight guidelines into eight pieces of paper and roll them into small balls.
- Call out eight volunteer learners.

- Tell class that each of the eight volunteers will represent one of the additional guidelines for setting career goals.
- Tell each volunteer to pick one of the rolled papers.

Step 4: 25 minutes

- Tell learners that as you call the content of the paper, the person carrying the paper will come out and stand by you, while you explain it to the class.
- Call out the content one after the other and explain each as follows:
 - **What employment am I looking for now or in the future?**
 - Explain that before you set a career goal, you must try to know the type of employment that you would like to do well. Do you want to work for yourself (self employment) or work for others (wage employment)? What would you like to do for self employment, and what would you like to do for wage employment?
 - **Preparation-Training and Education:**
 - Explain that every career has some basic training or preparation that one has to go through. This could be school education, vocational training, apprenticeship, or even reading or studying some materials. In setting career goals, one has to put this in the plan as a goal.
 - **Where I will get the training or education?:**
 - Explain that it is not enough to know what training you need, you need to know where you will get the training, and when you want to start the training.
 - **How long will it take?:**
 - Explain that you need to know how long your training will take and see if you are prepared or willing to give the time. Some trainings such as operating a photocopying machine or taking passport photographs can take a few days; learning to repair the cell phone can take 3 to 4 weeks; learning to sew, make furniture or repairing small engines can take several months, and there are some others that can take more than one year such as learning to repair motor cars.
 - **What will it cost?:**
 - Explain to learners that their training in most cases will cost them some money. When they are setting their career goals,

they have to know what the training will cost.

➤ **How I will pay for it?:**

- Explain to learners that they need to answer the questions- Can I pay for the training? If not now, when can I pay for it and how do I intend to get the money to pay?

➤ **Where I will look to get the job?:**

- For your small business, where do you want it to be?; and for your wage employment, where do you plan to work?

➤ **When do I intend to start working?**

- Tell learners to remember that they have learned in the last lesson that their career goal must be measurable, that is the goal must show when you can claim to have achieved it. Explain to learners that therefore it is important to have an idea of the time they want to achieve the set goal. In this case they must have an idea of when they want to start their chosen type of employment.
- Wrap up by telling learners that anybody setting a career goal must be determined and work hard to achieve it.

Evaluation 5 minutes

- Ask learners to mention 3 additional guidelines when setting a career goal.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Tell learners to get a partner with whom to try to set their individual career goals.

MODULE C

Lesson 36: End of Module Assessment

Instructions:

During this session, you will assess learners understanding of lessons taught in this module.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module C: Career Planning

No.	Statement	True	False
1	Wage employment, where a person works and gets a salary, is the only type of employment.		
2	It is not important to have interest in the work we do. Anybody can do any type of work.		
3	A person is not bound to one type of employment only. A person can do any type of work in which he/she has interest and ability.		
4	It is not important to have goals and a plan for your career or future employment.		
5	Career training helps one get skills for the employment one would like to do.		
6	Career planning helps one to plan what work a person will do in life.		

7	Where a person works for someone else for a period of time and that person is paid, this is self-employment.		
8	A work-related skill is a specific ability that a person has that can be used for employment.		
9	Nearly every individual has some abilities and skills that can bring income.		
10	Being a good painter, a good cook, making furniture, and being good at speaking to children are all examples of skills.		

MODULE D: Wage Employment vs. Self-Employment

MODULE D

By the end of the module, learners will be prepared to:

- Define and differentiate between wage employment and self-employment.
- Understand options for self-employment.
- Develop attitudes to direct and control one's own work tasks.
- Identify benefits and differences in wages for self-employment and wage employment.
- Identify challenges and opportunities for both wage employment and self

Overview

Learning Objectives: The learner who successfully completes this 6 lesson module should be able to:

- Explain the differences between wage and self-employment.
- Identify options for wage and self-employment.
- Identify challenges and opportunities for both formal employment and self-employment

Links With Other Modules: Personal Leadership and Development, Entrepreneurship, Career Planning, Work Attitudes and Conduct.

Estimated Length of Module: 7 lessons , 45 minutes each

List of Numbered Lesson Titles:

LESSON	MODULE D LESSON TITLES
37	Introduction to Wage Employment and Self-employment
38	Understanding Wage and Self-employment
39	Wage and Other Types of Employment
40	Benefits of Wage Employment vs. Self-employment
41	Challenges and Obstacles for Wage Employment vs. Self-employment
42	End of Module Assessment

Background Information:

- Formal employment in Liberia ranges from working in large companies such as Firestone, a bank such as LBDI, or a non-governmental organization. Formal employment means working for a company or for someone else. There are many options in Liberia for working in the formal employment environment. There are many pathways to gaining formal employment including taking an apprenticeship, going into a training program or applying for a job and trying to get an interview.
- Self-employment is different because you do not apply for employment; you create it. Self-employment means owning your own business. Self-employment has its advantages; it lets you be your own boss and it lets you decide what type of business you want to do. There are benefits to both wage employment and self-employment, and there are specific challenges to each as well. This module will explore both of these types of employment in more depth and contrast them with each other.

Evaluation:

- Evaluations should be conducted at the end of class. Evaluations should be short and done so that the facilitator can find out at the end of class if the learners understood the lesson, if they have reached the lesson learning objectives.
- Part of the evaluation will involve learners being able to define terms identified throughout the lessons that are important for understanding the differences between self-employment and formal employment. The evaluations will draw on the comparing and contrasting of self-employment vs. formal employment and the opportunities and challenges discussed.

MODULE D

Lesson 37: Introduction to Wage Employment and Self-Employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: At the end of this lesson, learners will be able to:

- Compare and contrast wage employment and self-employment

Preparation and Materials:

- Chalkboard
- Chalk
- The Story- “ Fatu and Saah ”, Chapter 4.

Background Information:

- Wage employment in Liberia ranges from working in large companies such as Firestone, a bank such as LBDI or a non-governmental organization. Wage employment means working for a company, a small business, a government agency or non-governmental organization. There are many options in Liberia for working in the formal employment environment. There are many pathways to gaining formal employment including taking an apprenticeship, going into a training program or applying for a job.
- Self-employment is different because you do not apply for a job; you create it. Self-employment means owning your own business. Self-employment has its advantages, it lets you be your own boss, and it lets you decide what type of business you want to do. There are benefits to both formal employment and self-employment and there are specific challenges to each as well. This module will explore both of these types of employment in more depth and contrast them against each other.

Learning Points or Key Messages:

- **You may prefer to work for yourself- that is self -employment.**
- **When you can not get salaried job, don't become frustrated. Learn a skill and create your own business.**

Activities:

Step 1 10 Minutes

- Introduce the module to learners.
- Tell learners that what they will learn from this module includes how to:
 - Differentiate between wage employment and self-employment.
 - Describe options for self-employment.
 - Develop attitudes to direct and control one's own work tasks.
 - Identify benefits in wages for self-employment and wage employment.
 - Identify challenges and opportunities for both wage employment and self-employment.
- Tell learners that all of them are expected to participate fully in all the lessons.

Step 2 10 Minutes

- Read the following excerpts of “Fatu and Saah” chapter 4 to the learners.

Saah Travels to Monrovia

Part 1

It was Simon who first saw Saah. “This person looked like my old school friend,” he said. Then he walked over to Saah and said, “Are you Saah Kornel?”

“Yes,” Saah replied.

“I am Simon Othello. You were my very good friend at school!” Immediately, Saah remembered him, and they embraced each other and greeted.

Simon was a childhood friend of Saah. They attended the same primary school in Cape Mount many years ago. Simon lived in Monrovia and had just come to Gbarnga on a visit to his uncle.

Simon took Saah's arm and began to walk around with him. Simon told Saah about life in Monrovia. He told Saah that in the city of Monrovia, every young man like Saah had a job in a big office, and that if Saah would agree to come to Monrovia he would help him to get a good job where he would be paid big money every month.

Saah listened to his words. He remembered how other people had

also said the same things. But when they came back from Monrovia, their faces did not look the same. He wondered if it was really that easy to land a job in an office and make big money every month. Could anything in life be that easy?

Part2

After two days in Monrovia, Saah realized that Simon was a jobless young man who survived by help from his friends, whenever they could spare some money.

The second week, Saah and his friend Simon were walking along Camp Johnson Street. Saah turned and asked his friend Simon, "What about those jobs that you promised?"

Simon told him, "I just said that so that you would decide to come to Monrovia so that we could both live together as friends."

Saah was so sad. He did not know what to do. He remembered Mr. Ben, the chickens, Garmai, Tamba, Alvin and Fatu. He missed them. And there was nothing for him to do here, with all the youth he saw out of work and sitting around. But he had used the only money he had to make the trip down to Monrovia.

"You are the one who brought me here with your lies. Tell me, what will I do now?" he asked Simon.

"This is city life, you have to struggle," replied Simon.

"Struggle? How?" Saah asked.

"My man, don't give me hardtime! Go anywhere you wan go, anytime you find job da ayy."

Part 3

Saah left Simon walking and he sat on the floor in front of a shop. He put his head in his hands. The tears began to well up. And then they flowed. He thought of Mr. Ben and how he had lied to him. He thought of Fatu and how he didn't say goodbye. And the tears came more and more.

Clement, the money changing man, sat on the corner of the street. He always sat on the street, changing money for whoever passed and he also sold recharge cards. Now here was a country boy sitting in front of his station crying! He felt bad for the boy. The boy looked like he had just come to Monrovia. He decided to ask him why he was crying. Saah told

him the whole story, from beginning to end.

“My man sorry o, Clement said, “Wakana lie the man tell you so. Weh the job? Weh the job in the city? Many people lef school sef. Dey ken get work. Now the man tell you every young man in Monrovia get office job, da na true. Da man wikay o.”

A customer stopped by and asked for a one dollar Lonestar recharge card. Clement stopped talking to Saah to attend to the customer, gave the man the card, collected the money and and gave him a pat on the back. Then he came back to Saah.

Part 4

“Look, as you see me so,” he continued, “I graduated from college four years ago. After I tried to look for work for three years, I could not find anything. It was then I started my money changing business.

This is my own business. I control my money. I can travel for more business when I like. I don’t get salary like people in the office, but my customers pay me each time I sell.”

“But the people who work in the offices enjoy,” Saah said.

“Not all of them,” Clement said. “If you are a top man or woman you can enjoy, but for small, small office jobs, the money can be regular, but it is small, and you can only do the work that you are told to do. It is because the money is regular that I told my wife to do office job. But for me, I think I can earn better if I have my own business.”

“But even to get small jobs is difficult,” Saah said.

“Not everybody will get job in the office, my man. If you try and you can’t find it, learn to do something for yourself. You can learn to be plumber or painter, or you could even learn how to repair machines. You can buy and sell, start a small business for yourself or even produce food like chicken and eggs. I tell you. I even see men doing hairdressing business. You can decide what you want to do. You got to find your interest. Don’t let anybody tell you what you should do, whether you are a man or a woman,” Clement said.

Saah wanted to ask for 50 Liberian dollars so he could eat the next day. But he knew that Clement worked hard for his money. He thought to himself, “If I am going to eat, I better find a way to feed myself with my own hand.”

Step 3 10 Minutes

- Call three learners to retell the story.

Step 4 5 Minutes

- Ask three learners to tell class some things they have learned about types of employment from the story.

Step 5 5 Minutes

- Wrap up and use the story to set the mind of learners on what they will learn in this module, which includes being able to:
 - Define and differentiate between wage employment and self-employment.
 - Understand their options for self-employment.
 - Develop attitudes to direct and control one's own work tasks.
 - Identify benefits in earnings for self-employment and wage employment.
 - Identify challenges and opportunities for both wage employment and self-employment.

Evaluation: 5 Minutes

- Select five learners to tell the class what they will be learning in this module. [The answers could include: comparing wage and self-employment (for example the comparative benefits in earnings), describing their options for self employment, learning how to direct and control their own work tasks, and naming or listing challenges and opportunities for wage and self-employment.
- Make sure learners understand what each of these concepts means.

Follow Up: (To be completed as a homework assignment).

- Ask learners to tell the story of Saah to their friends and relatives, to share with them what they learned from the story in class, and ask them to share their own views too.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE D

Lesson 38: Understanding Wage and Self-employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define *wage employment*.
- Define *self-employment*.
- Identify specific types of wage employment and self-employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Self-employment can be defined as an individual finding something that he/she can do and for which others will pay. What this person does is a business and because he/she is doing it for him/herself it is called self-employment. Examples include starting: a fruit shop in the local market, a tea-making business, a hairdressing salon, a tire shop, a fish roasting business, a drinking water supply business, or a car renting business.
- Wage employment is being employed by someone else, a company or business. Some examples of wage employment include: working on a palm oil farm, working for a large construction company, or working for someone you know in a cook shop.

Learning Points or Key Messages:

- Self-employment can be defined as employing yourself in your own business.
- Wage employment is being employed by someone else, a company or business not owned by you.

Activities:

Step 1 25 Minutes

- Review the last lesson and introduce the lesson of the day.
- Read the story aloud, slowly and clearly:

Fanta and her sister Sonie had lived in Voinjama, in Lofa County, for their whole lives. They had just finished going to school and they wanted to get jobs. Fanta wanted to start her own business selling mangos. Her sister wanted to take a job at a local retail shop where she would sell clothes for a woman named Teta. Fanta asked Sonie “Why would you want to work for someone else? I am going to own my business so that I am my own boss.” “Sonie replied, “I like retail business. Besides it is a better decision for me to get a job in a store that is already set up because I don’t have enough money to start my own business.”

- Ask learners the following questions:
 - a) What is the difference between the types of jobs Sonie and Fanta want to do?
 - b) Do you think one type of job is better than the other? If so, why?
 - c) What are the differences between starting your own business and working for someone else? [Answers might include: **Advantages for wage employment** might include: predictability of (weekly or monthly) income, possible benefits such as paid holidays or paid sick days, ability to get a work reference from your employer for your next job, having wage employment experience to add to your resume, having others to work with and socialize with, and not having the responsibilities of running a business.
Advantages of self-employment might include: possibly much greater income if your business succeeds, being your own boss – setting your own work schedule, deciding what is important to do, knowing that everything you do (or don’t do) will affect your income, being able to be creative and to make changes quickly if needed, and having a great variety of work tasks.

- Take a few answers and provide clarity if and when needed.

Step 2 15 Minutes

- Tell the learners that the point of reading this scenario was to get them to think about two different types of work: wage employment and self-employment. Ask the learners “What is the difference between these two

types of employment?" Call on a couple of learners to answer the question.

- Write the answers on the chalkboard. The answers should be similar to the following; if not, help the learners out by sharing with them the definitions:
 - *Self-employment* can be defined as employing yourself in a business. Call on the learners to give examples of this.
 - *Wage employment* is being employed by someone else or some company or business. Call on learners to give examples of this.
- Tell the learners that wage employment is not better than self-employment and self-employment is not better than formal employment. Both are equally good types of work and it depends on what is right for each person.

Evaluation 5 Minutes

- Ask the learners to define self-employment (*Answer: Self-employment can be defined as employing yourself in a business*).
- Ask the learners to define wage employment (*Answer: Wage employment is being employed by someone else or some company or business*).

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to find an example in their community of a person who is self-employed and another person who works for wages or a salary. Ask them to interview each, to ask them how they prepared for their type of work, when they started their work, how satisfied they are with their decision and what advice they might give to someone who was seeking to do the same kind of work. In the next class ask the learners to present what types of self-employment and wage employment places of work they went to and what they learned from their interviews.

MODULE D

Lesson 39: Wage and Other Types of Employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific differences between wages for self-employment and wage employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Income for wage employment is different from one type of employment to another. When someone is being paid for wage employment the person giving the wages is called an *employer*. The amount one receives as a wage depends on many things such as one's qualifications, the experience the employee brings to the employment and the amount of time worked in this job or for this company or organization. Wage employment is usually determined with a fixed rate at the beginning of the employment. It may change over a period of time.
- Self-employment earnings differ from wage employment earnings in that they are determined by the self-employed person who owns the business. These earnings depend on how well the business is doing. For example, the earnings may be decided by what they are expecting to receive for the sales coming in.
- Self-employment earnings may vary depending on factors such as how well the business is doing now, how it is expected to do in the next year or several years, whether or not the business needs to have the profits re-invested for business growth, whether because of growth the business has new expenses such as hiring additional people. It cannot be said that either formal employment or self-employment in every case produces more income. Both depend upon the success business, company or organization.

Learning Points or Key Messages:

- There is not necessarily better pay in either wage employment or self-employment; it is dependent upon many different factors.

Activities:

Step 1 20 Minutes

- Explain to the learners the lesson topic and tell the learners that they will discuss the differences in earnings for both self-employment and wage employment.
- Explain to learners the differences between wage employment and self employment.
- When the learners have an understanding about how these two types of employment differ they can begin to brainstorm (think of ideas together) how income for someone working in each one can differ.
- Split the class into two groups. Have each group sit in a circle if possible. Give the groups 15 minutes to discuss this before coming back together as a large group.
- Ask both groups to discuss and answer the question:
 - “How do you think wage employment and self-employment differ in the amount of income a person can earn?”
- Call on people from both groups to share their answers. When the learners share answers ask follow-up questions such as:
 - Why do you think that there is such a difference?
 - Can you give a real life example?

Step 2 20 Minutes

Role play scenario

- Ask two learners to come up to the front of the classroom. Give them the scenario of someone named Blamoh who just started a business selling “hottai” (tea) on the side of Tubman Blvd. in Congo Town, Monrovia, Liberia. Although Blamoh has had a few customers and has earned US100 this week, he has had no customers today. He is disappointed. The next scenario is of a woman named Fanta who works for a large bank in downtown Monrovia as a banking clerk in the window. Her wage is US300 every month, although it is not as high as she hoped for.
- Ask the learners who they think is on a higher level of income per month, the person with wage employment or the person who is self-employed?
- The answer is that though Blamoh’s has only made US100 in one week, he could make much more before the end of the month if he puts more efforts and does the right things. Whereas Fanta’s income may remain fixed if there

is no special increase from her boss.

- Tell learners that whether to go into wage employment or self-employment is a choice that they have to make. The income in both types of employment varies. In wage employment, the amount of income is fixed, and determined by the employer whereas in self-employment, the income is determined by the level of hard work, one's skills and abilities in business, and other factors that affect the success of the business
- End the session re-stating the possible differences in income between self-employment and wage employment.

Evaluation 5 Minutes

- Ask the learners to explain how earnings in self-employment and formal employment differ.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Have the learners find one friend or family member in a wage employment position and one who is self-employed. Ask those two people their opinion on which one brings more income- Wage employment or self employment. Learners should ask the individuals to give them reasons for their opinions.
- Ask the learners to think about the differences in wages for wage employment and self-employment and have them ask themselves the question "Would I want to receive wages from an employer, or would I want to be my own employer?" If the learners do not know the answer to this question yet, ask them to continue thinking about it throughout the course of the module.

MODULE D

Lesson 40: Benefits of Wage Employment vs. Self-employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific benefits of working in the wage employment environment.
- Identify specific benefits of self-employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- **Benefits of Wage Employment:** There are many benefits of working in the wage employment environment. Some of these benefits will be different for each individual. Wage employment allows a worker to enter into a business setting that is already in place. Below are more examples of benefits for wage employment:
 - Structured payment (the same, predictable wage or salary is given by the employer each week, every two weeks or once a month).
 - Different avenues to prepare for and get the employment such as entering a training program, an apprenticeship, or volunteering.
 - No responsibility for concerns related to owning a business.
 - Possible opportunity to move up in the business or organization to positions of greater responsibility with higher salaries through structured levels.
 - Possibility of working through contracts (limited amount of time for a position).
 - The skills, and positively positive references, you take from one wage employment place can be taken to another.
- **Benefits of Self-employment:**
 - You are the boss.
 - You have the say in how the business is structured and run on a daily basis.
 - You can plan the future of the business.
 - You can choose the products or services and sale prices.
 - You have creative freedom in all aspects of the business including logo design, brands, location, types of products being sold etc.
 - The business is yours, something you can be fully invested in, something you can build and make bigger if you want, something which, if it succeeds will bring you great satisfaction as well as financial reward.

Learning Points or Key Messages:

- **Both Wage employment and Self employment have benefits. The benefits are just different.**

Activities:

Step 1 10 Minutes

- Review the last lesson and introduce this lesson.
- Ask learners if anyone can explain what is meant by Wage Employment and Self-employment.
- Take a few answers, providing clarity or correcting any misinformation.
- Ask learners who have had experience with any type of wage employment to raise their hands.
- Group them together to one side of the classroom.
- Ask the same question for self-employment.
- Ask the learners who have had experience with self-employment, if they have ever owned a small business or started a business. Ask them to raise their hands.
- Have that group get together on the other side of the classroom.
- If there are learners who have never been involved in either have them sit in one of the two groups that they are most interested in.

Step 2 20 Minutes

- Ask the wage employment group to think together (brainstorm) from their own experiences what they think are the benefits of wage employment.
- Ask the self-employment group to think together (brainstorm) from their experiences what they think the benefits are of self-employment.
- Give each group about 15 minutes to brainstorm and come out with a list of benefits of wage employment or self-employment.
- Have one person from each group present to the class.

- *Note responses while each group is presenting. Wrap up this section of the lesson by going over the benefits of each type of employment. Make sure to include the ones inserted here.*
- **Benefits of Wage Employment**
 - Structured payment (the same, predictable wage or salary is given by the employer each week, every two weeks or once a month).
 - Different avenues to prepare for and get the employment such as entering a training program, an apprenticeship, or volunteering.
 - No responsibility for concerns related to owning a business.
 - Possible opportunity to move up in the business or organization to positions of greater responsibility with higher salaries through structured levels.
 - Possibility of working through contracts (limited amount of time for a position).
 - The skills, and positively positive references, you take from one wage employment place can be taken to another.
- **Benefits of Self-employment:**
 - You are the boss.
 - You have the say in how the business is structured and run on a daily basis.
 - You can plan the future of the business.
 - You can choose the products or services and sale prices.
 - You have creative freedom in all aspects of the business including logo design, brands, location, types of products being sold etc.
 - The business is yours, something you can be fully invested in, something you can build and make bigger if you want, something which, if it succeeds will bring you great satisfaction as well as financial reward.

Step 3 10 Minutes

- Ask the learners “Which type of employment would you choose based upon the benefits listed and why? Call on a couple learners to answer the question.

Evaluation 5 Minutes

- Ask the members of the wage employment group to name one benefit that self-employment has. Do the same with the other group.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- Have the learners from the self-employment group choose a one-person business in their local community and those from the other group choose a business, government or NGO employer. Ask learners to go each and interview someone in charge. They should ask them what the benefits are of working there.

MODULE D

Lesson 41: Challenges and Obstacles for Wage Employment vs. Self-Employment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific challenges and obstacles related to wage employment.
- Identify specific challenges and obstacles related to self-employment.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- As there are benefits to both formal employment and self-employment there are also specific obstacles and difficulties (challenges) that can arise from both. These difficulties may vary depending on the type of employment – either wage employment or self-employment. Below are some examples of the possible challenges to be faced. The learners should be able to brainstorm ideas related to this and should be encouraged to compare the differences in both wage employment and self-employment.

Learning Points or Key Messages:

- Possible obstacles and challenges for wage employment include:
 - Challenges getting promoted.
 - Challenges getting a raise.
 - Problem of employment security (very little control over how long you will be hired for).
 - May not be involved in business decision-making.
 - Could be difficult finding employment opportunities (people and businesses may not be hiring).
 - Salary may be regular but not adequate to meet family needs
 - If there are difficult people you have to work with, this can be a problem that is difficult to solve
 - The rules and regulations of a particular workplace, for example about what you have to wear, may not be to your liking.
 - While most employers are honest and fair, some are not.

- Possible obstacles and challenges for self-employment include:
 - Finding funding to start a business.
 - Interest for a loan to start a business is expensive.
 - Challenges of hiring staff.
 - Challenges of being fully in charge of all decision making.
 - Burden of a whole business on your shoulders.
 - Starting a business can be time consuming.
 - The possibility that the business could fail.
 - Working alone may not be satisfying for someone who is very social.
 - Sometimes income is unpredictable, and often not regular.
 - Operating your own business, many entrepreneurs say, takes a lot more time than just going to a job.
 - Because you are in charge of your time, sometimes family or friends assume you are available to help them at any time of day.

Activities:

Step 1 10 Minutes

- Review last lesson and introduce this lesson.
- Ask learners to give two benefits of self-employment and two benefits of wage employment. Tell learners that the last lesson focused on the benefits of working in wage employment and in self-employment. Tell them as there are benefits to each of these types of employment there are also challenges in each.
- Explain that challenges are the difficulties/problems one is faced with in working in each of these sectors. This lesson will focus on looking at the challenges for both types of employment.
- Give the following scenario to the learners:

Ask the learners to close their eyes and imagine that they are the owner of small tailoring business in Old Road, Monrovia Liberia. They started the business one year ago and it was doing very well. Many customers were coming to get lappa dresses made. Now one year later three new tailor businesses opened on the same street and some of their customers decided to go to the other tailors. Business started to slow down and they only have two customers left.
- Now give the learners this second scenario:

Tell the learners to now imagine that they are a painter for a large company in Gbarnga. They have been a painter for 6 months. They have never been late to work. They put full effort into painting and they are the best painter the company has. They feel it is time they are given an

increase in pay. They decide to tell the “boss lady” that they want an increase in pay. The boss lady says “No, I do not think you deserve to get a raise in your pay yet. You have to work in this company as a painter for one whole year before you can get a raise.”

Step 2 15 Minutes

- Ask the learners to think about the two examples (scenarios). “What was the same for both scenarios?” The answer should be that both of these scenarios show challenges that can arise from the formal work environment and from being self-employed.
- Ask learners what specific challenges were faced in each scenario? The answer should be that in the first scenario, there was competition and the tailor has to think of what to do to keep his /her customers. In the second scenario, the painters can not get the increase in pay, and may have to remain on the job with that frustration till the boss decides to increase the pay or quit the job.)
- Ask learners to form two groups: one made up of learners with a wage employment experience and the others with a self-employment experience like it was done during the last class.
- Tell learners to use their experience in each of the sectors to brainstorm and come up with a list of challenges one faces in working in wage employment or self-employment.

Step 3 15 Minutes

- After 15 minutes ask each group to present and note responses. Wrap up section by highlighting challenges for each of the employment options, giving examples.
- Possible obstacles and challenges for wage employment include:
 - Challenges getting promoted.
 - Challenges getting a raise.
 - Problem of employment security (very little control over how long you will be hired for).
 - May not be involved in business decision-making.
 - Could be difficult finding employment opportunities (people and businesses may not be hiring).
 - Salary may be regular but not adequate to meet family needs
 - If there are difficult people you have to work with, this can be a problem that is difficult to solve.
 - The rules and regulations of a particular workplace, for example

- about what you have to wear, may not be to your liking.
- While most employers are honest and fair, some are not.

- Possible obstacles and challenges for self-employment include:
 - Finding funding to start a business.
 - Interest for a loan to starting a business is expensive.
 - Challenges of hiring staff.
 - Challenges of being fully in charge of all decision making.
 - Burden of a whole business on your shoulders.
 - Starting a business can be time consuming.
 - The possibility that the business could fail.
 - Working alone may not be satisfying for someone who is very social
 - Sometimes income is unpredictable, and often not regular
 - Operating your own business, many entrepreneurs say, takes a lot more time than just going to a job
 - Because you are in charge of your time, sometimes family or friends assume you are available to help them at any time of day
- Conclude lesson by telling learners that it is good to know the benefits and challenges of each type of employment. Knowledge of these will assist learners in making decisions on which type of employment they would like to be engaged in.

Evaluation 5 Minutes

- Give each of the learners a small piece of paper with a different type of employment written on it. Write down types of both wage employment and self-employment. Have each learner open their piece of paper and have them come up with three possible challenges that may occur while working in this employment. If only some learners can read you could form them into small groups to do this being sure that in each group there was one person who could read what was written on the pieces of paper.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Assign half of the class to wage employment and half of the class to self-employment. Have the learners go out into the community and interview someone from the assigned type of employment. Have them ask the person interviewed to list three challenges they have had with the employment since they have been doing that kind of work.

MODULE D

Lesson 42: End of Module Assessment

During this session, you will assess learners understanding of lessons taught in this module.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module D: Wage vs. Self-employment

No.	Statement	True	False
1	A person who has a small business that he/she is running has formal wage employment.		
2	It is only people who work in offices or in government jobs that can earn enough to take care of their families.		
3	Both wage employment, such as office work or government administration, and self-employment have their benefits and problems.		
4	A person who is self-employed will not have as many difficulties in his/her business as someone who is employed for wages.		
5	One problem of office work is that your salary may be small and you may not be able to get a raise.		
6	Wage employment means working for a business, company, government organization or nongovernmental organization. It means working for someone else.		

7	Taking an apprenticeship or going into a training program will not help you become qualified for future employment.		
8	Self-employment is different from wage employment because you do not apply for a job. You create it.		
9	One of the advantages of self-employment is that you are your own boss.		
10	There are benefits to both wage employment and self-employment and there are specific challenges to each as well.		
11	Self-employment can be defined as an individual finding something that he/she can do and for which others will pay.		
12.	Starting a fruit shop in the local market, a tea making business, a hairdressing salon or a fish roasting business are examples of wage employment.		

MODULE E: Introduction to Entrepreneurship

MODULE E

By the end of the module, learners will be prepared to:

- Explain correctly what a business is.
- Distinguish different types of businesses.
- Identify different demands for business in the local area.
- Identify specific management concerns and issues.
- Borrow money for one's business.

Overview

Learning Objectives: The learner who successfully completes this module should be able to:

- Identify what an entrepreneur is and what it means to start a business.
- Explain topics related to starting and owning a business.
- Assess business opportunities in his or her area.

Links With Other Modules: Personal Leadership and Development, Formal Employment vs Self Employment (Work Readiness Content Area), Work Attitudes and Conduct, Career Planning (Work Readiness Content Area).

Estimated Length of Module: 12 lessons, 45 minutes each

List of Numbered Lesson Titles:

LESSONS	MODULE E LESSON TITLES
43	Background on Entrepreneurship
44	An Introduction to Entrepreneurship
45	What is Business?
46	Who Is an Entrepreneur?
47	Managing My Own Business
48	Matching My Skills with a Business
49	Assessing Demand
50	Mid-module Assessment
51	Sizing Up The Market
52	Estimating Cost And Setting a Price
53	Observing Rules And Regulations
54	End of Module Assessment

Background Information:

- An entrepreneur means a businessperson Entrepreneurship is what entrepreneurs do. Entrepreneurs create new businesses, get financing (e.g. borrow money) for them, manage the business, thus providing new and/or better goods and services and sometimes also creating new jobs. This is seen everywhere in Liberia. From street corners to markets, Liberians are operating their own businesses. This module will help learners to identify what it means to become an entrepreneur and a business owner. There are many steps involved from the beginning process of coming up with a business idea to the start-up and management of a business.

Evaluation:

- Evaluations should be conducted at the end of class. Evaluations should be short and are done so that the facilitator can find out at the end of class if the learners mastered the learning objectives of the lesson.
- Evaluations will draw on concepts learned in each lesson and will involve assignments in the local community.

MODULE E

Lesson 43: Background on Entrepreneurship

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives: Upon completion of this lesson, learners will be able to:

- Say what they will learn in this module.

Preparation and Materials:

- Chalkboard
- Chalk
- The Story-“ “ Fatu and Saah””, Chapter 5

Background Information:

- Entrepreneurship is the act of doing what entrepreneurs do. When one engages in the act of creating new businesses, get financing (e.g. borrow money) for them and manage them, thus providing new and/or better goods and services and sometimes also creating new jobs, this person is in entrepreneurship.
- Many people can be found in Liberia who are involved in entrepreneurship. They are people who own their own small businesses. Most of them started the businesses as a small individual business with one person alone or one or two other people.
- The practice of entrepreneurship is not limited to small business ownership. While the small business can later become a big one that creates jobs for many people, sometimes some people in large numbers can come together to start a big business. All the small businesses and the big industries we find in Liberia to day are the result of the work of people who choose to create employment for themselves and job opportunities for others.

Learning Points or Key Messages:

- **Entrepreneurship is a way to create employment for ones elf and job opportunities for others.**

Activities:

Step 1 10 Minutes

- Introduce the module to learners.
- Tell learners that what they will learn from this module includes how to:
 - Explain correctly what a business is.
 - Distinguish between different types of businesses.
 - Identify different demands for business in the local area.
 - Identify kinds of business management concerns and issues.
 - Borrow money for one's business.
- Tell learners that all of them are expected to participate fully in all the lessons.

Step 2 10 Minutes

- Read the following excerpts of “Fatu and Saah” chapter 5 to the learners.

Welcome To Fatu Food Center

Part 1

Fatu was happy about going to class at the Women Training Center. In the eight weeks she spent there, she learned many things about how to take care of customers. She knew she had learned how to cook very well from Auntie Hawa. Her mind was now set on starting her own food-selling business.

Now in Totota, every day, Fatu sat thinking to herself, “Each day I don’t do something with my food selling business, I am losing money. I know that if I start, many people would like my food. I can take care of my customers well, very well.”

That afternoon, Fatu had an idea. She could go and see Madam Sophia, her aunt’s friend at her shop. Maybe Madam Sofia could show her how to be a “big business woman” like her.

Part 2

Madam Sophia had a big store in Totota. She sold all sorts of items in her store.

At the shop, Fatu greeted Madam Sophia.

“How are you Fatu? And how is my friend?” Madam Sophia asked.

“She’s fine ma,” answered Fatu. Then Fatu said, “Ma, I am thinking of starting my own small business, and I want to ask you something. How

can I become a big business woman like you?”

Madam Sophia smiled. “Ok. I will show you. But you have to listen well. First, you must know the meaning of the word, business. A business is an activity that people do to provide goods and services. They get paid for providing those services or goods. The person who carries out these activities is called, a businessman or a business woman. Another name for someone who does business is entrepreneur.”

“What are goods and services?” Fatu asked with a puzzled look.

“Goods are things you can see. They could be food, clothes, soap, cars, or anything material that you can touch. Services are the types of help or assistance that people do for others. But you cannot hold a service in your hand. A service could include repairing cell phones, hairdressing, teaching, washing clothes, hauling water, selling goods, or any other kind of help that you give to other people.”

Part 3

“Ok,” Fatu said. “I think I understand. But what must I do if I want to be successful providing goods or services to other people?” She asked.

“There are many things you need to know,” Madam Sophia said. “First and most important, you need to know what you want to do. You must be bold to stand by what you choose to do. After you decide on what, you need to think about where. You need to find places where people are looking for what you like to do and want to pay for it. Then there is the how. You must always be thinking of how to make your customers happy so that they will always buy from you.”

Fatu looked at Madam Sophia, listening to every word she said.

“And saving is most important,” continued Madam Sophia. “You must learn how to save money for what you want to do, to make your business strong. Many business people fail because they did not learn to save money and they did not use their money well.” After Madam Sophia finished, Fatu thanked her and left.

Part 4

After Fatu left the shop, she went to a carpenter that lived near her house. She asked him to prepare a small board for her. When she got the board, she bought a piece of chalk and wrote “Fatu Food Center” on the board. She asked her friends to make sure she had spelled everything correctly. She then put the small board inside her house.

The following week, Martin came to visit Fatu. Martin sold

newspapers near Fatu's place. Fatu had just finished cooking her lunch and was about to eat.

"Martin, how are you? Let's eat o." Fatu invited him to join her to eat.

"Thank you, da dey food scent sef make me pass here so!" They both laughed.

The food was dry rice and fish. Martin pulled up a chair close to Fatu, picked a spoon and joined her to eat. As Martin took the first spoon, he said, "Fatu, this food is '*fatu-licious*!' In fact, if I had plenty money, I would pay your dowry today and marry you."

"Oh!" Fatu burst into laughter. Then she started coughing, "Please, Martin. Just enjoy the food and don't kill me with this funny husband and wife business."

"I am serious," said Martin. "Even now I can pay deposit of the dowry with the 15 US dollars I have in my pocket."

"All your newspaper money for today? I beg you. Just finish eating and go. This man and woman business is not my problem now," Fatu said.

After they finished eating, Martin thanked Fatu and said, "Fatu, I want to tell you something."

"What again? I beg you. Go with your man and woman business."

"No, what I want to say is not man and woman business. You see, you cook very well. Why don't you start selling food? Look all around here. Look at the motor park. Many people come to your Aunty's salon. Many of us sell small, small things here. Travelers who stop here want a good place to eat."

He smiled. "The only problem is that I know that if you continue to cook and sell this type of '*fatu-licious*' food then, small time, one money man from Monrovia will come and carry you away from me!"

Fatu burst into laughter again when she heard her own name become part of an imaginary word to describe her food.

Part 5

After Martin left, Fatu sat down in the sitting room and thought about what Martin said. Thoughts swirled around in her head. "Profit does not come from just hearing a good advice, but in doing something about it."

She thought of the things she would need to start a business. Auntie Hawa had not come back. She decided, "If there is no one else to help me, let me start with what I have. Tomorrow, I will start cooking with the small things I have in this house." That evening Fatu washed all the cooking pots, plates and spoons she had in the house, and got the food warmer ready.

The following morning, Fatu woke up very early before the sun rose. She had only four cups of rice in the house. She cooked those four cups and then made a sauce. She used the only money she had, 100 Liberian dollars, to buy some fish. She fried that fish. By 8 a.m. the food was ready. She had packed and made the food ready for sale.

Part 6

Fatu was very happy when the food was sold. She thought about what she had learned at the Women Training Center about keeping track of expenses. She used a small amount of her profit and bought a copy book and a pen. Then she sat down and wrote down how much money she made. Below, on each line, she wrote down each item she would need for the next day. After she had thought of all her supplies, she wrote down next to each item how much it would cost. She added up all the items and found that the money that was needed was less than what she had earned today. She was happy! She had enough to invest for tomorrow. With a smile on her face, she went to the market to prepare for the next day.

And that is how Fatu began her food selling business. Each day after selling, she wrote down how much she earned and then how much she needed for the next day's food and supplies. Before she touched any of the profit, she would remove the amount she needed for the next day. Her business started to do well. And she was pleased.

Step 3 10 Minutes

- Call on three learners to retell the story.

Step 4 5 Minutes

- Ask three learners to tell the class some things they have learned about starting a business from the story. This could include:
 - Fatu knew how to take care of customers from the training school.
 - To start a business, one needs to ask for good advice. Fatu asked Auntie Sophia for advice.
 - Businesses are activities that people do to provide goods and services

for which they are paid money, or *paid in-kind* with other goods and services.

Step 5 5 Minutes

- Wrap up and use the story to set the mind of learners on what they shall learn in this module as listed in Step 1:
 - Explain correctly what a business is.
 - Distinguish between different types of businesses.
 - Identify different demands for business in the local area.
 - Identify specific management concerns and issues such as marketing [Fatu put out a sign] book keeping [Fatu added up her expenses and subtracted them from her sales to find out how much profit she had made].
 - Borrow money for one's business.

Evaluation 5 Minutes

- Ask learners to say two things they will learn from the module on entrepreneurship.

Follow Up: (To be completed as an extra assignment if time is available at the end of the session or as a homework assignment).

- Ask learners to share the story with their friends and relations. They should ask their opinions and should also share their own opinion. They should be asked to report back to the class what they found.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE E

Lesson 44: An Introduction to Entrepreneurship

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define entrepreneur.
- Explain entrepreneurship.
- List the elements of entrepreneurship.

Preparation and Materials:

- Balls
- Instructions for role-play
- Newsprint
- Markers

Background Information:

- Entrepreneurship is a form of business activity where an individual finds an idea for a business, starts it up and keeps running the business to make profit. With entrepreneurship the business owners look at the surroundings to decide what the business will do to serve the people.
- In this process, entrepreneurship helps to create employment because as the business goes on the entrepreneur will have to employ others to join him, for example, a person who starts the business of producing mineral water will require other people to work with him as driver, salesmen, cleaners etc.

Some Elements of Entrepreneurship Include:

- Creativity, enthusiasm and good work ethic (passion).
- Specific ideas with specialized knowledge.
- Being able to convert ideas into opportunity.
- Being able to estimate opportunities.
- Overall understanding of what to do and how to do it.
- Excellent communication abilities.
- Persistence, determination, teamwork.
- Knowledge on how to startup.
- Decision making.

Learning Points or Key Messages:

- The person who practices entrepreneurship is the entrepreneur or business man/business woman.
- Entrepreneurship is a business activity that creates employment opportunities.

Activities:

Step 1 10 Minutes

- Introduce the lesson to the learners explaining the objectives (tell learners that they will learn the meaning of the big word entrepreneur and learn some of the things that make up entrepreneurship).
- Read the story to learners:

That afternoon, Fatu had an idea. She could go and see Madam Sophia, her aunt's friend at her shop. Maybe Madam Sofia could show her how to be a "big business woman" like her.

Madam Sophia had a big store in Totota. She sold all sorts of items in her store.

At the shop, Fatu greeted Madam Sophia.

"How are you Fatu? And how is my friend?" Madam Sophia asked.

"She's fine ma," answered Fatu. Then Fatu said, "Ma, I am thinking of starting my own small business, and I want to ask you something. How can I become a big business woman like you?"

Madam Sophia smiled. "Ok. I will show you. But you have to listen well. First, you must know the meaning of the word, business. A business is an activity that people do to provide goods and services. They get paid for providing those services or goods. The person who carries out these activities is called, a businessman or a business woman. Another name for someone who does business is entrepreneur."

- Ask learners if there is anyone who wants to be a big business man or woman like Fatu?
- Ask them who in the story is a business man or entrepreneur?
- Ask two or three learners to answer.

Step 2 20 Minutes

- Ask learners to form 5 groups.
- Ask each group to do the following:
 - Find an idea of a business that can employ at least 5 people.
 - What you will be doing in the business.

- Ask someone from each group to present to the class the idea and how it can employ 5 people.
- Conclude this part of the lesson by telling the learners the following using some of the ideas put forth by the learners:
 - The definition of entrepreneurship is a form of business activity where an individual finds an idea for a business, starts it up and keeps it running to make profit.
 - An entrepreneur is the business owner or the person who finds the idea and sets up the business.

Step3 10 Minutes

- Ask learners to think about the various communities they live in and see if they can remember anyone who has a big business such as a factory producing something, a big shop, or a big farm, or any other type of business.
- Ask learners to say what the business is and describe some of the things they think the owner does to keep the business running and successful.
- Introduce the elements of an entrepreneurship.

Elements of Entrepreneurship:

- Creativity, enthusiasm and good work ethic (passion).
- Specific ideas with specialized knowledge.
- Being able to convert ideas into opportunity.
- Being able to estimate opportunities.
- Overall understanding of what to do and how to do it.
- Excellent communication abilities.
- Persistence, determination, teamwork.
- Knowledge on how to startup.
- Decision making.
- Conclude lesson, recall definition of terms and elements of entrepreneurship.

Evaluation: 5 Minutes

- Ask the learners to call out any three elements of entrepreneurship. Write the information on the board.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to begin to think about what they want to get out of this course and why. Where are they in life? Why do they want to learn about business? What interests them about business? Do they already have a business or business idea? Have they owned a business before?
- Once the learners start to think about this they will be able to start thinking about what steps they will need to take to get there.

MODULE E

Lesson 45: What is a Business?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define business.
- Identify 10 business principles.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- Businesses are profit-making organizations that provide goods and/or services in exchange for money or other goods and services.
- In our communities, many businesses that people do contribute to the community. These include:
 - Construction (buildings, roads, paths, etc.).
 - Manufacturing or producing goods (like clothing, furniture, palm oil, or tools [blacksmithing]).
 - Transportation and distribution (transporting goods from producer to client, and transporting people).
 - Sales (*retail sales* –selling directly to the consumer, or *wholesale sales* – buying from a producer or another business and selling to retailers or repair businesses).
 - Installation (fitting or connecting the product to the customer’s home or business).
 - Repair (fixing items that do not work well, putting them in good working condition. For example– repair of motor-bikes, bicycles, cars, watches, etc.).
 - Service industries (health care, transportation, entertainment, etc.).
 - Farming or agriculture (Planting and raising crops, or raising animals to sell them for food or food processing).

Ten Basic Business Principles:

1. Decide what you want to do and what you don’t want to do:

One cannot do everything in business. You should decide what you want to do, what kind of business you will engage in before you start.

2. Decide who you want to serve:

You cannot serve everyone. You have to choose the kind(s) of customers you want to serve.

3. Decide what makes your business different:

Find a product or service to specialize in. It is what you do well in a different way that matters. Everyone could be selling doughnuts but the way you sell or package your doughnuts could be that difference that people will be looking for.

4. Manage your cash flow:

Managing your spending is very important. To plan how much money you have to spend (cash flow) is very important to have an effective business. You want to make a profit.

5. Manage your employees:

If you have people working for you, the way you manage them will encourage them and make them like to work well for you or they could lose interest in the work (could be apathetic). Find ways of encouraging your workers.

6. Manage customer expectations:

Keep your promises to your customers. One way to do this is to promise little (don't give too many promises) and do much more than you promised.

7. Set goals:

What you see in your mind about your business (vision) is what you get. Plan carefully and set goals in order to make progress in your business.

8. Expose (Market, advertise) your business:

No one sells your business products or services better than yourself. Use creative ways to tell people what you do. Use advertisement.

9. Persevere:

Don't give up when things appear to be difficult or tough. Big business does not come without some hardwork, creativity and problems (set-backs).

The more you hold on to what you are doing and press on (persevere), the more you learn and the better you become at what you do.

10. Always maintain your integrity in everything you do:

Integrity takes a long time to build but just a second and one dishonest interaction with someone to destroy. Once destroyed, integrity is difficult to rebuild. One way to maintain your integrity, is to be straightforward and honest in your dealings with customers.

Learning Points or Key Messages:

- There are different principles to follow when owning a business.
- A business is an activity that provides goods and/or services in exchange for money or other goods and services.

Activities:

Step 1 15 Minutes

- Review and introduce the lesson.
- Ask if anyone remembers what the last lesson was about.

Take a few responses and briefly go over content of last lesson. Then tell learners that this lesson will look at the definition of businesses and point out ten principles of business.

- Put learners into small groups of three or four to discuss the following:
 - What is a business?
 - Give two examples of a business.
- Bring learners into one big group and write their responses on the chalkboard.
- Make a summary of what the learners have said and provide input clarifying what a business is and giving examples of the types of businesses that are available in the community (using the Background Information section if necessary).

Step 2 20 Minutes

- Ask learners to name at least three persons in their community who are successful in business.
- Ask learners what are some of the things they do or rules they follow that make them successful in business?
- Bring learners back together and write responses from the small group discussion on the chalkboard.
- Summarize learners' responses and conclude by explaining the ten principles of business as follows:

Ten Basic Business Principles:

1. Decide what you want to do and what you don't want to do:

One cannot do everything in business. You should decide what you want to do and what kind of business you will engage in before you start.

2. Decide who you want to serve:

You cannot serve everyone. You have to choose the kind of customers

you want to serve.

3. Decide what makes you different:

Find a product or service to specialize in. It is what you do well in a different way that matters. Everyone could be selling doughnuts but the way you sell or package your doughnuts could be the difference that people will be looking for.

4. Manage your cash flow:

Managing your spending is very important. To plan how much money you have to spend (cash flow) is very important to have an effective business. You want to make a profit.

5. Manage your employees:

If you have people working for you, the way you manage them will encourage them and make them like to work well for you or they could lose interest in the work (could be apathetic). Find ways of encouraging your workers.

6. Manage customer expectations:

Keep your promises to your customers. One way to do this is to promise little (don't give too many promises) and do much more than you promised.

7. Set goals:

What you see in your mind about your business (vision), is what you get. Plan carefully and set goals in order to make progress in your business.

8. Expose yourself:

No one sells you better than yourself. Use creative ways to tell people what you do. Use advertisement.

9. Persevere:

Don't give up when things are appearing to be difficult or tough. Big business does not come without some hardwork, creativity and problems (set-backs). The more you hold on to what you are doing and press on (persevere), the more you learn and the better you become at what you do.

10. Always maintain your integrity in everything you do:

Integrity takes a long time to build but just a second and one dishonest interaction with someone to destroy. Once destroyed, integrity is difficult to rebuild. One way to maintain your integrity is to be straightforward and honest in your dealings with customers.

Evaluation 5 Minutes

- Ask 2 volunteer learners to come up with their own definition of what a business is and give two examples. Listen to their examples and give them feedback as needed.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment if they have not already done this as a follow-up to earlier lessons).

- Ask learners what type of businesses are found in their community.
- Ask them to give examples of each of the types of business listed above.

MODULE E

Lesson 46: Who is an Entrepreneur?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define what an entrepreneur is.
- Identify qualities of an entrepreneur.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- An entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it. He/she provides goods or services to individuals or businesses for payment.
- Some personal qualities entrepreneurs have include:
 - Curiosity and creativity.
 - Motivation and self-confidence.
 - Willingness to take risks.
 - Eagerness to learn.
 - Ability to co-operate with others.
 - Ability to identify opportunities.
 - Ability to do something that nobody has done before and lead others.
 - Determination to overcome challenges that may come up (never take no for an answer).
 - Ability to learn from mistakes.
- These qualities help the entrepreneur to think, analyze, solve problems and take action. Not every entrepreneur will have all of the above qualities. Many of these qualities are latent (hidden) within us and we may not even be aware that we possess them. They can also be acquired through the learning process.

Learning Points or Key Messages:

- An entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it.
- An entrepreneur is creative, a good business person and can lead others well.

Activities:

Step 1 10 Minutes

- Review the last lesson and tell learners that in this lesson, they shall be learning about the qualities of an entrepreneur.
- Ask the learners to discuss the following in small groups:
 - What do you understand by the word “entrepreneur”?
 - What are the qualities that an entrepreneur should have?
- Listen and take responses. Tell the volunteers how near or far they are from the correct answer.

Step 2 20 Minutes

- Explain the definition of an entrepreneur to learners as-an entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it. He/she provides goods or services to individuals or businesses for payment.
- Tell learners that not everyone can be an entrepreneur.
- Explain to them that anyone who wants to be an entrepreneur must have certain qualities.
- Tell them that these are the qualities it takes to be an entrepreneur. Make sure to highlight the following qualities:
 - Curiosity and creativity.
 - Motivation and self-confidence.
 - Willingness to take risks.
 - Eagerness to learn.
 - Ability to co-operate with others.
 - Ability to identify opportunities.
 - Ability to do something that nobody has done before and lead others.
 - Determination to overcome challenges that may come up (never take no for an answer).
 - Ability to learn from mistakes.
- Ask students to identify local entrepreneurs and the qualities they appear to have.

Step 3 5 Minutes

- Summarize by drawing out the key qualities that have made these people successful entrepreneurs.

Evaluation 5 Minutes

- Ask the learners to define what an entrepreneur is. (*Answer: An entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it.*)
- Ask the learners to provide the name of someone they know who is an entrepreneur in their community.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to go out into the community and interview someone who they identify as an entrepreneur. Have the learner ask them the following questions and report back to the other learners the next day. Where did you get the idea to start your business? How did you start your business? How long did it take to start? Do you have any advice for someone who wants to start a business in the community?

MODULE E

Lesson 47: Managing My Own Business

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify possible problems when running a business.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- People starting their own business have control over what they do in their working life. By managing their own business, they have the opportunity to shape their work environment and make an impact on their community. But often there are bumps in the road and problems come up. Therefore, one needs management skills to make the business successful as well as to convince the community that it can only help them, or at least can do them no harm.
- A good manager is a planner, a person who has vision, sets goals for achieving that vision and ensures that the necessary resources, financial and human, are obtained and allocated in time.
- Some key qualities good managers have:
 - Reliability.
 - Integrity (financial and ethical).
 - Ability to lead.
 - Ability to set a goal and work towards it in small steps.
 - Eagerness to meet obligations, etc.

Learning Points or Key Messages:

- A good manager is reliable, has the ability to lead and set goals.
- Problems come up when managing a business so it is important to be able to handle that.

Activities:

Step 1 15 Minutes

- Review the last lesson and introduce this lesson, describing the lesson objectives.
- Read the case study aloud or have students read it if they are capable of doing so.

A CASE STUDY

Fanta has a business in Lofa county that is engaged in crop production and sale. The business has the following activities:

<i>Agriculture</i>	<i>*a vegetable garden</i>
<i>Handicrafts</i>	<i>*sewing of tablecloths and making rattan baskets</i>

In order to develop the garden, Fanta took a loan from the local Community Savings and Credit Society for brushing and felling. The first loan was for \$800LD. A second loan was for \$500LD. There was also a loan given to her in kind of seeds including:

*1 bag of corn worth \$100LD,
1 bag of cabbage seeds worth \$120LD.*

The loans were given for 6 months.

*She harvested:
60 bags of cabbage of 40 kg and received \$15LD for each bag,
80 bags of corn, which she sold at the local shop for \$20LD each.
The income from the rattan baskets and tablecloths was \$1500LD. She spent \$750LD on materials.*

She was not regular at the shop during the year. At the end of the year she decided to check her records. Her bookkeeper reported how much money was collected from the sales. The cashier was not present at the meeting to answer questions from Fanta. Three bags of corn were not accounted for and one of the store boys claimed that these were sold by the cashier to the women who roasted corn in front of the shop with the consent of Fanta. Fanta denied this.

Fanta asked the bookkeeper to separate the expenses from all the money earned in order to pay the workers who had not been paid for three months. The bookkeeper, however, claimed to have no records of who came to work, how often they came, and how much money they received for the goods which were sold.

Fanta now really started accusing the bookkeeper and cashier of misusing the trust given to them, and started asking where all the money had gone.

Step 2 20 Minutes

- Put learners into small groups of five to discuss the following questions from the case study:
 1. What are the problems you can identify from the case study?
 2. What are some things that were lacking in Fanta's business?
 3. What should Fanta have done to avoid these problems?
- Bring learners back in the big group and take their responses on the chalkboard.

Step 3 10 Minutes

- Make a summary of the learners' responses adding inputs for clarity. Support their answers with the following:
 - Fanta as a business woman did not pay enough attention to her business.
 - Fanta's business lacked good supervision of workers.
 - Fanta should pay more attention to her business and supervise the workers more closely.

Evaluation 5 Minutes

- Ask the learners to identify any three problems that one could face while running a business .
Answer: Lack of enough money (capital) to do the business, having workers that are not able to do the job correctly, sudden rise in the cost of production which may increase the price of the product and cause people not to buy, etc.
- Ask the learners to describe the reason for reading the case study.
Answer: Possible answers include saying businesses have problems sometimes and it is important to deal with the problems as a manager and find solutions.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment).

- Ask the learners to identify personal qualities that they think they have that would make them a good business manager. Call on learners to answer the question.
- Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE E

Lesson 48: Matching my Skills with a Business

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify personal skills that are useful in business.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- We all have skills that we use in day-to-day life. We can use some of these skills (or a combination of them) to run a viable business.
- There are different types of skills:
 - Thinking (being creative, solving problems, making decisions, observing my surroundings, basing actions on needs and opportunities of the immediate context, etc.)
 - Conducting myself (believing in myself, managing my life, being responsible, etc.)
 - Interacting with people (working with others and accepting others irrespective of their cast, gender, social status, whether they have a disability or not, etc.)
 - My safety and survival (HIV/AIDS prevention, self-preservation, first aid, drug abuse prevention, etc.)
 - What I can do (repairing bicycles, cooking, making crafts, reading, singing, etc.).
 - The skills that will help us in business are likely to be a combination of our personal (entrepreneurial) qualities and our technical knowledge and expertise acquired through some kind of training. Our skills should not be confined to traditional stereotypes. For example, girls may make good mechanics.

Learning Points or Key Messages:

- Everyone has different skills that are useful in different businesses

Activities:

Step 1 5 Minutes

- Review the last lesson and introduce this lesson.
- Ask the learners to raise their hands if they think they have the skills it takes to be a successful business person. Call on one learner to give an example of those skills.

Step 2 15 Minutes

- Ask learners to get into pairs and with a partner talk about the skills they have that are useful for starting and running a business, (go around and give help. Ensure that they cover a broad range of skills such as planning skills, personal skills, and health and safety skills, in addition to their technical skill).
- Help the learners brainstorm ideas from the skills listed in the Background Information section.

Step 3 15 Minutes

- Ask learners to list the various needs in the community that require those skills.
- Ask them to match their skills with the needs in the community by drawing lines between their skills and the needs.

Step 4 5 Minutes

- Summarize the session explaining that it is a combination of skills that will help learners in business and not just one skill.

Evaluation 5 Minutes

- With a partner ask the learners to pick a type of business such as owning a cook shop, owning a carpentry shop that makes household furniture, owning a taxi service etc. Ask the learners to identify one specific skill that is useful for these employments.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to ask a close friend or family member to identify a skill they see the learner has and ask them how they think it could help them as a business owner.
- The learner should also think for themselves about one skill they think they have that would help them own a business.

MODULE E

Lesson 49: Assessing Demand

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain the purpose for assessing business needs in the local community.
- Identify a specific need not met in the local community that could be a possible business opportunity.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- The first step in starting a business is to identify a need in the community. Estimating the size of that need is called assessing demand. Effort should not be put into any other part of business planning before demand has been assessed.
- Referring to the needs identified earlier within the community, ask the learners to make a list of methods and criteria they will use to assess demand for a product or service. These could include:
 - Listening to people's complaints about a need in the community.
 - Informal surveys in the marketplace.
 - Surveys / questionnaires.
 - Information of a need that is highlighted in the local newspaper or radio.
 - Local focus groups discussion, etc.
 - Observing the marketplace.

Learning Points or Key Messages:

- A need must be identified in a community to start a business that will be successful.

Activities:

Step 1 20 Minutes

- Tell the learners that by finding the need for a business in the community and identifying why that need is not met and how it can be met is a key for understanding how businesses are successful. An example of this is below. Share the short story with the learners.
- Story – Deddeh wants to open up a small business out of his home selling corn bread. He likes corn bread and can make it well. The only problem is that he lives in a very small town in Maryland County and there are already 10 other corn bread sellers near his home.
- Ask the learners: Is this a good idea for a business? Do you think it will be successful?
- Take answers from learners. Let them say why they think that the business will be successful or not.
- Ask the learners if they think there are any unmet needs in their community where a business opportunity may be present. Ask the learners to think about this question for a couple minutes then ask for learners to answer the question. Make sure that every learner has one idea in mind.

Step 2 20 Minutes

- Ask learners to brainstorm in groups and answer this question: “Why is it important to assess the needs of the community before starting a business?”
- After 5 minutes ask each group to report. Note answers.
- Conclude by highlighting the reasons why a market assessment is needed before starting a business. Answers include:
 - It helps to know if the service or business is needed in the community.
 - It helps to know how many people would like to buy the product.
 - It helps to know if there are other such products or businesses in that community and what prices they charge.
 - It also helps the person starting a business to know how to fix his / her prices.
 - Finally it helps to know if the business will be profitable or not.

Evaluation 5 Minutes

- Ask the learners to list two reasons for assessing the needs in your

community before starting a business. Ask the learners to come up with an example.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Ask the learners to take a closer look at what type of businesses are available in their community. Ask the learners to go out into the community and see how many banks there are, what people are selling, what types of work are available. Ask them to think of one possible need for business they see after spending some time in their community. Have them present the information in class.

Refer learners to the Work Readiness Learner workbook, for a follow-up activity to practice reinforcing the concepts in the lesson.

MODULE E

Lesson 50: Mid-Module Assessment

During this session, you will check learners' understanding of what has been taught so far in this module. This assessment is not graded. The purpose is to help you and the learners know how well they understand what they were taught.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module E: Introduction to Entrepreneurship

No.	Statement	True	False
1	Any activity where goods and services are produced to make money is business.		
2	Everyone has skills that are useful in doing different types of business.		
3	Examples of entrepreneurship cannot be found in Liberia.		
4	With entrepreneurship, the business owners look at the surroundings to decide what the business will do to serve the people.		
5	An entrepreneur is someone who works for another person.		

6	A good manager is able to set goals and work to achieve them in small steps.		
7	Each individual has different abilities which can be used to start a small business.		

MODULE E

Lesson 51: Sizing Up the Market

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define market.
- List an example of a market demand.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- The people in the community who need your product or service and are willing to pay for it are the market.
- The market must be aware of the availability of the product or service and be able to obtain it.

Learning Points or Key Messages:

- The people in the community who need your product or service and are willing to pay for it are the market.

Activities:

Step 1 10 Minutes

- Tell the learners that they will talk about the market. Ask the learners what is the market? Take one or two answers. Make it clear that the market is not only the place (*give example of a market or market ground in your local area*) where you go and buy meat and vegetables. Market can also refer to the people in the community who need a product or service and are willing to pay for it. *Give an example: An example could be the rainy season is coming. People in the community need a product (umbrellas) for the rain, people are willing to pay for it. The need for umbrella has created a market for umbrellas.*
- To check understanding of the concept of market, ask the learners to give examples of this form of market in their community. Make sure that examples provided suit the definition of the concept of market introduced here.

Step 2 10 Minutes

- Ask participants to select a particular type of product or service they would want to sell to their community.
- Group learners by the product or service they have selected making sure that there is a relatively even number of learners in each group.

Step 3 15 Minutes

- Ask groups to discuss the following questions:
 - How many people in the community they think will be possible buyers of the product or service?
 - How many persons are already selling such product or service currently in the community?
 - Is the product or service designed for a particular group of people – age, sex, profession, etc.? If yes, how many people are in such a group?
- Write responses from the groups on the chalkboard.

Step 4 5 Minutes

- Summarize learners' responses and explain that before starting a business there are some things to consider.
- This is called evaluating/assessing the market. The information we get from the assessment will be very useful in making a decision. Explain that for example in a village where there are schools, there would be a market for uniforms, copy books and other school supplies.

Evaluation 5 Minutes

- Ask the learners what the market is?

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- For the product that the learners picked in the previous activity ask the learners to answer the question "How many people are buying and selling this product right now in the community." Ask the learners to go find out the answer to this question.

MODULE E

Lesson 52: Estimating Cost and Setting a Price

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the costs of specific products.

Preparation and Materials:

- Chalkboard
- Chalk

Background Information:

- A product or service may be exchanged for money or for another product or service.
- Most businesses will want to make a profit on products or services sold. If someone is selling banana bread they will want to make money for selling it and not lose money. Profit is the difference between cost price and selling price. A part of the profit can be reinvested or used for growing the business. If there is profit the business can continue and even grow.
- Fixing the selling price of a product or service must take into consideration the following:
 - Cost of production (including your own salary) ie. what it costs you to get or make what you are selling.
 - Other small money that you spend to make the product ready for customer for example, transportation, salaries, rent etc (overheads).
 - Profit.
- It is therefore important to accurately calculate each of these, so that the final selling price is a good price that people can pay and which will give you profit.

$$\text{Cost of Production} + \text{Overheads} + \text{Profit} = \text{Selling Price}$$

Cost of Production and Overheads:

- Find how much money you spend on everything you do for the business and add them up. You may also think of labor and depreciation of equipment (when equipment loses its value over time). In calculating the cost of labor, the entrepreneur should set a wage that is good for the work that the workers are doing, taking into account the experience and qualifications of the worker, how much people who do this work are paid, what you pay to government and social security contributions.
- Paying a lower price for materials and/or production could enable the entrepreneur to reduce the selling price.

Learning Points or Key Messages:

- The entrepreneur would want their product or service to make a profit (make money).

Activities:

Step 1 10 Minutes

- Review the last lesson and introduce this lesson.
- Explain that this lesson will be about setting the price and costing of a product.
- Explain to learners the basic steps to guide a person in setting price and costing. These steps include:
 - Take note of cost of production (including your own salary) i.e.
 - Have a correct idea of what it costs you to get or make what you are selling.
 - Consider other small money that you spend to make the product ready for customer for example, transportation, salaries, rent etc (overheads).
 - Add your profit.

Step 2 15 Minutes

- Divide the learners into small groups of five: Ask learners to select a product and discuss the following:
 - What are the materials needed to produce the product?
 - How much do the materials needed for the production cost?
 - How much would you charge for the time and labor you would put into producing it?
 - How much extra money would you add on it as your profit?

➤ What is the selling price of the product?

- Bring the learners back in one big group and take their responses on the chalkboard.

Step 3 10 Minutes

- If there are differences in the prices of the products chosen the facilitator should ask the learners why they have such differences. Let it be an open discussion among the learners. Encourage them to give as many reasons as possible.

Step 4 5 Minutes

- Summarize the responses from the learners and give background information (inputs) on how to estimate the cost of production and set the selling price. Care must be taken to explain why there would be variances in the cost of production of the same product and consequently the selling price.

Evaluation 5 Minutes

- Ask the learners to answer the question “Why is it important to set a fair price for a product?” *The answers can be: to be competitive with people selling the same product, to keep the business going, so the business will be popular.* There are many possible responses.
- Ask the learners to identify the price for a local good or service and ask if they think that price is reasonable or fair.

Follow Up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

- Have the learners choose a product and go out into the community and find three different prices for the same product. Ask the learners to see which business has the most customers, which business seems to be doing well. Does the price have an impact on the answers to these questions?

MODULE E

Lesson 53: Observing Rules and Regulations

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Become familiar with the business registration form in Liberia.
- Identify reasons for having rules and regulations for registering a business.

Preparation and Materials:

- Chalkboard
- Chalk
- Sample business registration form for Liberia.

Background Information:

- The learners are expected to be familiar with the documents required for making their business legal that is recognized by Government. The aim is to inform the learners of the laws, rules and practices that apply when starting a business in the community. It may be helpful to bring in a guest speaker if possible who knows more about how to start a business. What an individual starting a business needs to know, includes:
 - Requirements for registering a business.
 - How the law relates to businesses (laws that govern businesses).
 - The legal classification of a business, for example, co-operative, public liability company, limited liability company, etc.
 - The tax code for small businesses.
 - What laws bind people who do particular type of business (professional codes of conduct relevant to specific occupations).
- The authorities may offer certain facilities and incentives to entrepreneurs starting a new business. These may take the form of:
 - Grants to set up a small business.
 - Micro-finance.
 - Tax relief.
 - Legal aid.
 - Recognition in the community, etc.
- A businessperson from the local community may be invited to discuss with learners the rules that need to be observed when a new business is started. He/she could also describe the unforeseen obstacles that are encountered when starting a business.

Learning Points or Key Messages:

- There are specific laws and regulations for registering your business in Liberia.
- There is a form required to register your business in Liberia (sample provided below).

Activities:

Step 1 5 Minutes

- Tell the learners that every person who wants to own a business in Liberia will have to register their business.

Step 2 15 Minutes

- Show the learners a copy of the business registration form. Tell the learners that this is the basic form that will need to be filled out when registering your business. Go through the form with learners explaining items on the form. Provide brief explanation for difficult words such as corporation, partnership, etc....(refer to business registration form).
- Explain that there are specific fees for registering a business and different rules and laws to follow.
- Tell learners that there are different registration fee for Liberians and non-Liberians.
- Tell learners a business owned by one person alone is called: "Sole Proprietorship". That is the legal term used by the government.
- A Liberian business owned by many people is "Limited Liability Company".
- Tell learners that for a Liberian to registered a business owned by one person alone (Sole Proprietorship) will cost 2000LD, but for a Liberian business owned by many people (Limited Liability Company) the registration will cost 4000LD .
- Tell learners that the rules and laws concerning each type of business may vary so it is the responsibility of the learner to seek out the information needed to register the specific type of business they are interested in doing.

Step 3 20 Minutes

- Explain that there are rules and regulations in business and that it is necessary to follow these rules and regulations in order to be a good citizen but also to help government provide a safe space for business.

Evaluation 5 Minutes

- Ask the learners to mention 5 of the types of information required in the business registration form.

- Ask the learners to identify one reason for having rules to register your business in Liberia.

Follow Up: (To be completed as a homework assignment).

- Ask the learners as a homework assignment to go find someone in the community who has registered a business and ask them what the procedures are.

This is a sample form to be filled out to register a business in Liberia. The facilitator should research this to make sure to have the most current form and information for their own area.

**REPUBLIC OF LIBERIA
MINISTRY OF COMMERCE & INDUSTRY
MONROVIA, LIBERIA**

DATE: _____

Tin # _____

DIVISION OF DOMESTIC TRADE

APPLICATION FORM

REGISTRATION OF NEW BUSINESS

IDENTIFICATION NUMBER: _____

SERIAL NUMBER: _____

FOR OFFICIAL USE ONLY

NEW BUSINESS REGISTRATION FORM

GREATER CONTROL ACT

“Every concern desiring to become engaged in any form of commercial activity in this Republic, whether incorporated or not, shall be REGISTERED before commencing business”

1. FULL NAME OF BUSINESS:

2. EXACT LOCATION OF BUSINESS/OTHER LOCATIONS:

COUNTY: _____

TOWN/VILLAGE/STREET: _____

LAND LINE: _____ CELL: _____ E-MAIL: _____

TELEX: _____ HOUSE
NO. _____

3. FORM OF BUSINESS:

Sole Proprietorship () Partnership () Corporation () Joint Venture ()
LIBERIAN () FOREIGN () NATURALIZED LIBERIAN () MALE () FEMALE ()

4. SPECIFIC NATURE OF BUSINESS:

For example, TEXTILES, BUILDING MATERIALS, MANUFACTURING, FOOD STUFF,
SUPERMARKET, STATIONERY, FROZEN FOOD, SPARE PARTS, USED CLOTHING, ETC

5. OTHER AREAS YOU INTEND TO ENGAGE:

6. INVESTMENT CAPITAL IN:

US\$ _____
L\$ _____

7. SOURCE (S) OF FUNDING:

**8. DATE ESTABLISHMENT INTENDS TO COMMENCE
OPERATION:** _____

Form # _____

DATE RECEIVED: _____

REGISTRATION FEE PAID: _____ **REVENUE RECEIPT NUMBER:**

RECEIVED BY: _____
(PLEASE PRINT)

SIGNATURE: _____

NOTE: ALL IMPORT/EXPORT CORPORATIONS SHALL OBTAIN A CERTIFICATE OF PERMIT AND SHOULD BE INCORPORATED.

9. OWNER (S) OF THE PROPOSED BUSINESS:

NAME	NATIONALITY	PERCENTAGE OF OWNERSHIP
-------------	--------------------	--------------------------------

a. _____	_____	_____
----------	-------	-------

b. _____	_____	_____
----------	-------	-------

c. _____	_____	_____
----------	-------	-------

d. _____	_____	_____
----------	-------	-------

10. PROPOSED NUMBER OF EMPLOYEES: _____ LIBERIAN _____ FOREIGN _____

11. ALL NON LIBERIANS WISHING TO DO BUSINESS ARE REQUIRED TO LIST ALL BANK REFERENCES (BUSINESS ACCOUNT ONLY) AND SUBMIT PROSPECTUS FOR THE PROPOSED BUSINESS.

DECLARATION

I, THE UNDERSIGNED DO HEREBY DECLARE THAT THE INFORMATION HEREIN STATED ARE TRUE

AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND IF IT IS DISCOVERED THAT THE INFORMATION IS FALSE AND MISLEADING, THIS SHOULD SUBJECT THE APPLICATION CERTIFICATE IF ISSUED BE REVOKED.

NAME OF COMPANY OFFICIAL REPRESENTATIVE _____
(PLEASE PRINT)

SIGNATURE: _____

POSITION: _____ DATE: _____

PLACE SUBMITTED: _____ DATE: _____

FOR OFFICIAL USE ONLY

NAME OF COMMERCIAL OFFICER:

SIGNATURE: _____ DATE: _____

MODULE E

Lesson 54: End of Module Assessment

Instructions:

During this session, you will assess learners understanding of lessons taught in this module.

Instructions:

- 1) This is an oral assessment to be administered to the learners by the facilitator.
- (2) Tell learners that you will give them a test on what has been taught so far in this module, and that the test will not be graded.
- (3) Ask them to work alone and encourage them to do their best.
- (4) Read each statement aloud to learners two to three times.
- (5) Tell learners to write an **X** in the blank space provided in the True column if the statement is **TRUE**, or in the False column if the statement is **FALSE**.
- (6) The test to be given to learners should cover only the lessons that the facilitator provided for the learners.
- (7) When the learners have finished, correct the test together with learners.
- (8) Discuss the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Was it easy?

Module E: Entrepreneurship

No.	Statement	True	False
1	Any activity where goods and services are produced to make money is business.		
2	A person who cannot set goals and achieve them can be a good business man or woman.		
3	We all have skills that we use in day-to-day life and some of these skills can be used to set up a good business.		
4	One way to know what business to start is to listen to people's complaints about a need in the community and for you to provide the service.		
5	In Liberia, there are no laws and regulations to follow when you want to register your business.		
6	Entrepreneurship is seen everywhere in Liberia.		

7	With entrepreneurship the business owners look at the surroundings to decide what the business will do to serve the people.		
8	An entrepreneur is someone who works for another.		
9	A good manager is able to set goals and work to achieve them in small steps.		
10	Each individual has different abilities which can be used to start a small business.		
11	A business person does not need to make people aware of what he/she is producing or selling.		
12.	Profit is the difference between cost price and selling price.		